

THE DEVELOPMENT OF AN INSTRUMENT
TO ASSESS LEISURE SATISFACTION
AMONG SECONDARY SCHOOL STUDENTS

BY

SUSAN M. RIMMER

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL
OF THE UNIVERSITY OF FLORIDA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

UNIVERSITY OF FLORIDA

1979

Copyright 1979

by

Susan M. Rimmer

To Jim

ACKNOWLEDGEMENTS

This project could not have been completed without the help of some very special people:

Dr. Larry C. Loesch, my doctoral chairperson and friend, whose continual encouragement, guidance and caring provided me with the skills and motivation to complete this research. His dedication to me made the completion of this project and my doctoral program possible.

Dr. Roderick McDavis and Dr. Sandra Damico, my doctoral committee members, who provided important suggestions and personal support throughout the project.

Dr. William B. Ware, Dr. Maria Llabre, Dr. Nicholas Vacc and Dr. Barbara B. Rucker, teachers and friends, who provided exceptional learning experiences helping me to acquire research skills.

The high school counselors and students of Florida who participated in the study and made its completion possible.

Armond and Rita Melchiorre, my parents, who taught me from birth the importance of developing my abilities.

Jim Rimmer, my husband, whose love has made it all worthwhile.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	iv
LIST OF TABLESviii
ABSTRACT	x
CHAPTER I INTRODUCTION	1
Need for the Study	7
Rationale	10
Purpose of the Study	12
Definition of Terms	13
Organization of the Study	14
CHAPTER II REVIEW OF RELATED LITERATURE	15
Secondary Students, Adolescence and Leisure	17
Theories of Job Satisfaction	18
"Theories" of Leisure	27
Leisure Counseling Instrumentation	35
CHAPTER III METHODOLOGY	42
Initial Development of the LSI	42
Theoretical Basis	42
Item Generation	44
Pilot Study	45
Field Test of LSI	46
Purpose	46
Subjects	46
Administration	48
Reliability	48
Validity Studies	49
Data Analyses	50
Limitations of Study	52

TABLE OF CONTENTS CONTINUED

	<u>Page</u>
CHAPTER IV RESULTS	53
Resulting Sample	53
Item Analyses	54
Factor Analyses	61
Total and Subscale Scores	75
Reliability	81
Test-Retest Reliability	81
Characteristics of resulting sample .	81
Test-retest reliability coefficients.	81
Internal Consistency	87
Validity	87
Leisure Satisfaction Index	90
Characteristics of resulting sample .	90
Validity coefficients	90
Milwaukee Satisfaction Questionnaire . . .	93
Characteristics of resulting sample .	93
Validity coefficients	93
Total and Subscale Score Analyses	93
Total and subscale by race, sex and grade level	95
Total and subscore by race, sex and age group	99
CHAPTER V DISCUSSION	112
Limitations	113
Discussion	114
Factors in Leisure Satisfaction	114
Reliability	116
Validity	117
Score Analyses	118
Implications	121
Recommendations	126
Conclusions	129

TABLE OF CONTENTS CONTINUED

	<u>Page</u>
APPENDIX I CONCEPTUAL OUTLINE OF LEISURE SATIS- FACTION	132
APPENDIX II PRELIMINARY ITEMS AND INSTRUCTIONS FOR THE LEISURE SATISFACTION INVENTORY.	136
APPENDIX III PILOT STUDY	139
APPENDIX IV REVISED INSTRUMENT	148
APPENDIX V INFORMED CONSENT FORM	152
APPENDIX VI GENERAL QUESTIONS REGARDING THE LEI- SURE SATISFACTION INVENTORY	153
APPENDIX VII LETTER TO GUIDANCE SUPERVISORS	154
APPENDIX VIII LETTER TO COUNTY RESEARCH DIRECTORS.	155
APPENDIX IX LSI ITEM MEANS AND STANDARD DEVIATIONS BY SEX	156
APPENDIX X LSI ITEM MEANS AND STANDARD DEVIATIONS BY RACE	158
APPENDIX XI LSI ITEM MEANS AND STANDARD DEVIATIONS BY AGE	160
APPENDIX XII LSI ITEM MEANS AND STANDARD DEVIA- TIONS BY GRADE LEVEL	162
APPENDIX XIII LSI AND LEISURE SATISFACTION INDEX TOTAL AND SUBSCALE SCORE MEANS AND STANDARD DEVIATIONS FOR VAL- IDITY SAMPLE (N = 116)	164
REFERENCES	165
BIOGRAPHICAL SKETCH	172

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. COLLEGE STUDENTS' SOURCES OF SATISFACTION . .	16
II. DEMOGRAPHIC CHARACTERISTICS OF THE TOTAL SAMPLE (N = 1325)	55
III. GRADE LEVEL BY SEX, RACE AND AGE OF THE TOTAL SAMPLE (N = 1325)	56
IV. LSI ITEM RESPONSE FREQUENCIES AND PERCENTAGES. .	57
V. LSI ITEM MEANS AND STANDARD DEVIATIONS	59
VI. LSI INTERCORRELATION MATRIX	62
VII. FACTOR LOADINGS FOR LSI ITEMS FOLLOWING A PRIN- CIPAL-AXES FACTOR ANALYSIS WITH AN ORTHOGONAL ROTATION TO VARIMAX CRITERION	68
VIII. HIGHEST FACTOR LOADINGS FOR LSI ITEMS FOLLOWING A PRINCIPAL AXES FACTOR ANALYSIS WITH AN ORTH- OGONAL ROTATION TO VARIMAX CRITERION	72
IX. LSI TOTAL AND SUBSCALE SCORE MEANS AND STANDARD DEVIATIONS.	76
X. SUMMARIES OF MEANS FOR LSI TOTAL AND SUBSCALE SCORES BROKENDOWN BY RACE, SEX AND GRADE LEVEL	77
XI. SUMMARIES OF MEAN SCORES FOR LSI TOTAL AND SUB- SCALE SCORES BROKENDOWN BY RACE, SEX AND AGE. .	79
XII. TEST-RETEST SAMPLE GROUP GRADE-LEVEL BREAKDOWNS BY SEX, RACE AND AGE (N = 61)	82
XIII. TEST-RETEST RELIABILITIES OF LSI ITEMS FOR TWO WEEK INTERVAL	85
XIV. TEST-RETEST RELIABILITIES OF LSI SUBSCALES FOR TWO WEEK INTERVAL	86

LIST OF TABLES CONTINUED

<u>Table</u>	<u>Page</u>
XV. INTERNAL CONSISTENCY COEFFICIENTS OF LSI TOTAL AND SUBSCALES (N = 1325)	88
XVI. INTERNAL CONSISTENCY COEFFICIENTS OF LSI TOTAL AND SUBSCALES (N = 1325)	89
XVII. VALIDITY SAMPLE (LEISURE SATISFACTION INDEX) GRADE-LEVEL BREAKDOWN BY SEX, RACE AND AGE (N = 116)	91
XVIII. CORRELATIONS AMONG LSI SUBSCALES AND LEISURE SATISFACTION INDEX SUBSCALES (N = 116) . . .	92
XIX. VALIDITY SAMPLE (MILWAUKEE AVOCATIONAL SATIS- FACTION QUESTIONNAIRE) GRADE-LEVEL BREAK- DOWNS BY SEX, RACE AND AGE OF VALIDITY (N = 110)	94
XX. SUMMARIES OF ANALYSES OF VARIANCE FOR LSI TOTAL AND SUBSCALE SCORES BY RACE, SEX AND GRADE LEVEL	96
XXI. SUMMARIES OF ANALYSES OF VARIANCE FOR LSI TOTAL AND SUBSCALE SCORES BY RACE, SEX AND AGE	100
XXII. SUMMARIES OF SIMPLE SIMPLE EFFECTS AS FOLLOW- UP TO 3-WAY INTERACTION FOR SELF-IMPROVE- MENT SCALE, CONTROLLING FOR RACE AND SEX. .	103
XXIII. SUMMARIES OF SIMPLE SIMPLE EFFECTS AS FOLLOW- UP TO 3-WAY INTERACTION FOR SELF-IMPROVE- MENT SCALE, CONTROLLING FOR AGE AND SEX . .	104
XXIV. SUMMARIES OF SIMPLE SIMPLE EFFECTS AS FOLLOW- UP TO 3-WAY INTERACTION FOR SELF-IMPROVE- MENT SCALE, CONTROLLING FOR AGE AND RACE. .	106
XXV. SUMMARIES OF CELL MEANS FOR SIMPLE SIMPLE EFFECTS, CONTROLLING FOR RACE AND SEX . . .	108
XXVI. SUMMARIES OF CELL MEANS FOR SIMPLE SIMPLE EFFECTS, CONTROLLING FOR AGE AND SEX. . . .	109
XXVII. SUMMARIES OF CELL MEANS FOR SIMPLE SIMPLE EFFECTS, CONTROLLING FOR AGE AND RACE . . .	110

Abstract of Dissertation Presented to the Graduate
Council of the University of Florida in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Philosophy

THE DEVELOPMENT OF AN INSTRUMENT
TO ASSESS LEISURE SATISFACTION
AMONG SECONDARY SCHOOL STUDENTS

By

Susan M. Rimmer

August 1979

Chairman: Larry C. Loesch, Ph.D.
Major Department: Counselor Education

Leisure has been important in the lives of individuals throughout history. In the past, it has represented the "ultimate goal," a life of rest and reflection. In recent years, however, leisure may have become the "ultimate problem." Many individuals are experiencing difficulties coping with free time since they do not possess the skills to utilize existing opportunities for self-expression, fulfillment or satisfaction. To deal with this problem, the response of the counseling profession has been to provide leisure counseling services. These efforts have been hindered by the lack of

established leisure counseling methods and aids. Although such instruments are available in other areas of counseling, they are not available for leisure counseling. If leisure counselors are to help alleviate the problems of leisure, such methods and aids must be developed.

A gap presently exists between research in the psychology of leisure and the needs of individuals experiencing problems finding satisfaction in their lives, particularly in their leisure activities. Little information is available regarding the reasons individuals engage in leisure activities or if they provide satisfaction and fulfillment. Thus, there is a need to look at the components of satisfaction in leisure activities so that this information is available to leisure counselors.

This study attempted to fill the gap reflected by the small number of instruments available for use in leisure counseling. The purpose of this study was to develop and field test an instrument to assess leisure satisfaction among high school students. To fulfill this purpose, the Leisure Satisfaction Inventory (LSI) was developed on the basis of a conceptual outline of leisure satisfaction. After the completion of a pilot study, the instrument was refined. In order to field test the LSI, questionnaires were administered to classes of high school students in six counties in Florida. The sample was comprised of 1,325 subjects for the data analyses.

The results of the study indicate that the LSI measures overall leisure satisfaction and five specific components including Self-fulfillment, Self-improvement, Catharsis, Social Interaction and Psychological Confidence. The LSI demonstrated that it is a reliable and valid instrument for assessing leisure satisfaction. The LSI Total and five subscale scores discriminate among students on the basis of sex, race and age. It is thus a valuable instrument for use with high school students and adds significantly to the growing pool of resources available to leisure counselors.

The LSI is appropriate for either group or individual administration and takes approximately fifteen minutes to complete. It can thus be used as a group counseling activity, to facilitate an exploration of leisure satisfaction for the group as a whole, or as an assessment procedure with an individual client experiencing leisure satisfaction problems. The LSI can also be used for the screening of clients for leisure counseling services. Thus, the LSI is a reliable, valid and versatile leisure counseling tool.

CHAPTER I

INTRODUCTION

Leisure has been important in the lives of individuals throughout history. In the past, it has represented the "ultimate goal," a life of rest and reflection. In recent years, however, leisure may have become the "ultimate problem." Many individuals are experiencing difficulties coping with free time since they do not possess the skills to utilize existing opportunities for self-expression, fulfillment or satisfaction (Neulinger, 1974). To deal with this problem, the response of the counseling profession has been to provide leisure counseling services. These efforts have been hindered by the lack of established leisure counseling methods and aids. Although such instruments are available in other areas of counseling, they are not available for leisure counseling. If leisure counselors are to help alleviate the problems of leisure, such methods and aids must be developed.

Several reasons are evident for the current situation, although no one reason is entirely sufficient. It is obvious that the average amount of time individuals work is decreasing. For example, over the last 100 years, the

average work week has been reduced from around 70 to 80 hours a week to 37½ hours a week. Technological advances, experimentation with the 4 day (or even 3 day) work week, longer vacations, early retirement and increasing longevity are all contributing to this decrease in the amount of working time and the consequent increase in the amount of free or leisure time. Thus, the lack of ability to deal with more nonwork (leisure) time is becoming a problem for a significant number of people (McDaniels, 1977).

Leisure was once viewed as a way of life. This classical conception of leisure originated with the Greeks. Leisure was the main concern of life, with work and daily chores being secondary. Aristotle defined leisure as performing an activity "for its own sake or as its own end" (deGrazia, 1962). The Greek ideal of leisure thus was seen as the state of being free from the necessity of being occupied (Neulinger, 1974).

The emphasis on activity performed for its own sake continued to be reflected in the Middle Ages by such individuals as St. Thomas Aquinas. The early Christians held contemplation (the search for religious truth and happiness) as the ideal (deGrazia, 1962; Neulinger, 1974). Later, contemplation, as the ideal, was replaced by the quest for understanding nature's laws. Soon thereafter a philosophy of work with its high value appeared, from the 12th to 14th century, and pride in craftsmanship became the norm. This

change was primarily a result of the dignity given work in the monasteries (deGrazia, 1962; Neulinger, 1974).

In the 19th century, Adam Smith's Wealth of Nations provided a foundation of a work society and the restricting of leisure to free time. The "work ethic" defined work as the duty and right of all (deGrazia, 1962; Neulinger, 1974). In the 20th century, leisure continued to be defined in opposition to work. Leisure has become the antithesis of work, a residual of what is left after work and other life necessities. For example, these definitions characterize this perspective:

By leisure, we mean all time beyond the existence and subsistence time (Clawson, 1964, p. 1).

Leisure time is that portion of the day not used for meeting the exigencies of existence (Weiss, 1964, p. 21).

Thus, leisure in this sense consists of "free time" activities. They are carried out not because of any intrinsic value, but rather because of an available period of time.

However, the conceptualization of leisure as "free time" activities, is inadequate since

. . . leisure is a state of mind; it is a way of being, of being at peace with oneself and what one is doing. It is doing what one wants to do and what one chooses to do (Neulinger, 1974, p. 15).

According to Neulinger (1974), to leisure means ". . . to be oneself, to express one's talents, one's capacities, one's potentials." Leisure involves being comfortable with oneself. It is not "not-work," nor a block of time; rather it is an attitude (Neulinger, 1974; Stracke, 1977).

Many individuals are experiencing an inability to cope effectively with increased amounts of leisure time (McKechnie, 1974). According to Neulinger (1974) there are three major aspects of this problem. One factor involves the threat of free time due to a lack of inner resources and the ability to make decisions. With an increasing amount of leisure time, there is an increased need to make decisions. Tradition has lost its hold, so there are few rules to follow when faced with choices. As a result, increased amounts of leisure time can become threatening and frustrating.

Next, a person's inability to cope with leisure time is also related to feelings about leisure time and "non-productive" activity. With the prevalence of the so-called Protestant Work Ethic, work is the ultimate value while leisure activity is looked upon as "shameful." Increased amounts of leisure time may thus produce in some feelings of guilt and shame (Neulinger, 1974).

Third, the basic factor contributing to the inability to deal with increased amounts of leisure time is ". . . that work is losing its capacity to serve as the basis for self-esteem and identity formation . . ." (Neulinger, 1974). A breakdown has occurred in attempts to find meaning in life or work because of factors such as the division of labor and automation (McDaniels, 1977). People are told that on the job they will find meaning and fulfillment in

life. But this is often frustrating and unrealistic. Many jobs no longer have the capacity to provide total self-fulfillment. As a result, leisure activities are becoming more important for fulfillment and satisfaction. The problem of leisure then is a problem of people's dissatisfaction with themselves. For many, work is meaningless and life is empty (Neulinger, 1974). The alternative is leisure, but it too is dissatisfying for many people.

With the increase in leisure time and the emergence of leisure as a "problem," interest has increased in finding ways to resolve these difficulties. Some people have sought professional services (such as leisure counseling) to help them.

The practice of leisure counseling has been developed to help with the "problem" of leisure. Leisure counseling probably first began when someone said something like, "What you need is to slow down" or "The only thing wrong with you is that you work too hard!" The first clinical application probably occurred when a family physician gave the revolutionary advice, "Why don't you get yourself a hobby?" (Stracke, 1977). From these beginnings, leisure counseling has been developing an important place in the counseling field since it meets human needs in a variety of situations.

Leisure counseling has been used successfully as a tool in the rehabilitation counseling process. This occurs when

. . . a professional person uses all the information gathered about a person . . . to explore interests and attitudes, with respect to leisure, recreation and social relationships in order to enable the patient to identify, locate and use recreative resources in the community and thereby become an active community participant (O'Morrow, 1977, p. 15).

Leisure counseling thus facilitates community reintegration. It also helps clients to overcome one of the primary causes of institutionalization, i.e. the inadequate use of available free time (Epperson, Witt and Hitzhusen, 1977).

Leisure counseling may also be helpful in developmental counseling situations such as "... a formal intellectual discussion designed for those who need to explore life patterns and attitude changes including those pertaining to recreation and leisure" (Stracke, 1977, p. 37).

The need for leisure counseling arises since many individuals are unable to find satisfaction in their increased amounts of leisure time (McKechnie, 1974). It is also becoming evident that leisure experiences, in addition to work experiences, are necessary to achieve self-fulfillment (Campbell, 1973). Leisure counseling can help improve free time utilization in order to overcome the negative aspects of life, add positively to existence, and enable individuals to realize their potentials (Stracke, 1977). Leisure counseling is particularly important since many

are experiencing an inability to achieve a sense of fulfillment, purpose or meaning in their daily existence, particularly in their jobs, and are seeking satisfaction by turning to their leisure activities (McDaniels, 1977).

Leisure counseling helps individuals with their choice of, and adjustment to, leisure activities. In contrast to the more than 50-year existence of the specialized body of knowledge of vocational counseling, leisure counseling is in its infancy. Only during the past 10 years have leisure counseling models been developing. As a new aspect of counseling, there is a paucity of published material available. Accordingly, the theoretical basis of leisure counseling is also in its initial development (Overs, Taylor and Adkins, 1977). In order to provide adequate services for those who are experiencing an inability to deal with increased amounts of leisure time, valid information must first be gathered. This information is needed to build a broad theoretical foundation as a prerequisite to effective counseling.

Need for the Study

The sociology of leisure, particularly the types and patterns of leisure activities people are involved in, is the most researched area in the leisure field. There has, in the last few years, however, been more research focusing on the psychology of leisure. These efforts have been mainly limited to the areas of leisure interests and only recently have begun to turn to other areas such as leisure

values. Research in this area has just scratched the surface since there are many more components of the psychology of leisure (McKechnie, 1975; Neulinger, 1974).

A gap presently exists between research in the psychology of leisure and the needs of individuals experiencing problems finding satisfaction in their lives, particularly in their leisure activities. Researchers have put much effort into learning about the use of time when individuals are not working or the relationships of activity characteristics with conventional demographic variables. Little information is available regarding the reasons individuals engage in leisure activities or whether they provide satisfaction and fulfillment. Thus, there is a need to look at the components of satisfaction in leisure activities so that this information is available to leisure counselors.

An understanding of leisure as a psychological phenomenon is also needed so the public can be educated and clients can be counseled effectively. While there is an overall need for research in the psychology of leisure, there is a particular need for research in leisure satisfaction. Leisure satisfaction involves feelings of like or dislike related to the utilization of leisure time. The extent to which leisure activities fulfill personal needs and provide an emotional outlet reflects leisure satisfaction. Satisfaction is also indicated by the extent to which an individual achieves self-expression and actualization in

leisure experience (Epperson et al., 1977). It is important to study the "satisfaction" component of leisure since many people expect their leisure activities to provide meaning for their lives. If counselors can learn more about leisure satisfaction then specific strategies can be developed to aid those who are not experiencing the satisfaction they had hoped to find.

This study attempted to fill the gap reflected by the small number of instruments available for use in leisure counseling. The development of a scale to assess leisure satisfaction provides useful information in the areas of counseling theory, training, research and practice. With this information available, counseling services can be developed to help those having difficulties finding satisfaction, specifically in their leisure activities and their life in general.

Leisure counseling theory may be refined through the development of an instrument measuring leisure satisfaction. Additionally, an understanding of the dynamics of leisure satisfaction will be possible. This information would add significantly to current leisure counseling theory.

Counselor preparation programs would have more information and resources available as a result of the development of a leisure satisfaction instrument. Research uses of the instrument would include determining the existence of the need for counseling, and evaluating counseling

techniques and programs in the area of leisure counseling. This instrument would also be useful in looking at the specific components of leisure satisfaction among subgroups of the population.

The leisure counselor would be able to use the instrument to facilitate discussion of satisfaction problem areas and as a tool for evaluating the effectiveness of counseling provided. The use of the instrument in counseling would enable the identification of leisure activities that are satisfying to the client. New programs could be developed, based on information gathered with the instrument, that would lead to satisfaction through leisure activities for various client populations. The instrument would also be useful for evaluating counseling activities. To justify a need for leisure counseling services, survey results using the instrument could be used. Accordingly, the development of an instrument measuring leisure satisfaction meets several needs in the counseling field.

Rationale

There are a variety of approaches that could be used to assess leisure satisfaction, including questionnaires, research interviews and behavioral observations. The questionnaire method has been chosen for this study in order to make information from a large number of individuals easily assessible. This method also allows objectivity in

evaluating responses, eliminating interpretation problems. The use of a questionnaire insures anonymity for respondents and, as a result, encourages honest and valid responses (Issac and Michael, 1971; Kerlinger, 1973).

While the research interview permits probing to obtain more complete data, this method of assessment was not appropriate for this study for several reasons. Research interviews are costly and time-consuming. Depending on the interviewer's skill, there may be problems of subjectivity and personal bias. This method also does not allow for anonymity. The research interview, thus, was not appropriate for this study (Issac and Michael, 1971; Kerlinger, 1973).

Behavioral observations require trained observers, Whenever observers are used, the possibility of subjectivity and bias are present. To train a sufficient number of behavioral observers would have been too costly to reach the large number of subjects necessary for this study (Issac and Michael, 1971; Kerlinger, 1973).

Thus, the questionnaire was the most appropriate method for a large scale study of leisure satisfaction. While there are of course some limitations to the use of questionnaires, they would seem to be of considerably less import than those of other potential methods.

Purpose of the Study

Since many individuals are experiencing an inability to achieve a sense of fulfillment, purpose, or meaning in their daily existence, and particularly in their jobs, they are turning to their leisure activities for satisfaction. As a result, the study of satisfaction during leisure time is gaining importance. Leisure must be understood as a psychological phenomenon so that individuals can be helped to meet their needs.

In order to determine whether an individual's leisure activities fulfill personal needs and provide emotional outlets requires the use of appropriate instruments. An instrument measuring leisure satisfaction is needed so that persons can be helped to make the fullest use of their leisure time. The present study involved the development of such an instrument, the Leisure Satisfaction Inventory (LSI). The purposes of the study were to develop and field test the LSI, to determine the extent to which leisure satisfaction can be reliably and validly measured, and to determine the components of leisure satisfaction.

There are several potential implications of the development and field test of an instrument assessing leisure satisfaction. The LSI will be useful in research to determine other aspects of leisure related to satisfaction. The development of a leisure satisfaction instrument will facilitate information gathering to add to the growing body

of knowledge upon which leisure theories can be built. More information and resources will be available for the preparation of leisure counselors. Finally, the LSI will be available to leisure counselors to use in counseling and program development and evaluation.

Definitions of Terms

For the purpose of this study, the following definitions will be used:

Leisure: ". . . a state of mind; . . . a way of being, of being at peace with oneself and what one is doing . . .," the expressions of ". . . one's talents, one's capacities, one's potentials" (Neulinger, 1974, p. 15).

Intrinsic satisfaction: Gratification that is the result of the development and full use of the person's abilities, capacities and talents. This satisfaction consists of such components as the opportunity for self-expression, creativity, autonomy, achievement, catharsis, relaxation, compensation and activity.

Extrinsic satisfaction: Gratification that is the result of interpersonal relationships and involvement in other directed activities. This satisfaction consists of such components as the opportunity for skilled supervision, prestige, status and social relationships.

High school students: Any adolescent enrolled in grades 9 through 12 in public high schools in Florida.

Organization of the Study

The remainder of the study will be organized into four chapters and six appendices. A review of related literature is presented in Chapter II. Chapter III contains a description of the methods and procedures to be employed in this study. Results are presented in Chapter IV. Chapter V includes a summary and discussion of the results, as well as recommendations for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

As a result of such events as the decline of the work ethic and fewer working hours per week, leisure activities will increasingly be called upon to provide meaning in people's lives (Overs, 1977). For example, Table I shows a listing of sources of satisfaction, according to a study of college students reported by Kaplan (1975). This study and others similar to it evidenced changing attitudes toward work and the growing importance of leisure for life satisfaction.

The definition of a "career" is changing. It is coming to be viewed as a lifetime of meaningful activity, composed both of those activities for pay (work) and those not for pay (leisure). Accordingly, "preparation for life" is also changing, especially for children. It is becoming increasingly important for them to learn to use leisure effectively since they will probably be working fewer hours than adults do now. Leisure activities will become more meaningful to the extent that they challenge the individual's full potential. Thus children, adolescents and adults must develop value systems that permit them to see themselves as becoming

TABLE I
COLLEGE STUDENTS' SOURCES OF SATISFACTION

	First Choice (%)	Second Choice (%)
Family	55	35
Leisure	23	20
Occupation	14	37
Other	8	8

skilled and satisfied in their pursuit of leisure activities. As a result, it is essential to understand participation in leisure activities as an important way to derive meaning from life (Overs, Taylor and Adkins, 1977).

Secondary Students, Adolescence and Leisure

The participants of this study will include secondary students in grades 9 through 12. These students are thus in the period commonly referred to as "adolescence." Several theorists have defined adolescence in terms of aspects of psychological identity (Shertzer and Stone, 1976). For instance, adolescence has been defined as ". . . a social process through which a clear and stable self-identification is established" (Friedenberg, 1959, p. 8). However, even in light of the multitude of research on adolescents, many aspects of their lives, including leisure, are still not understood.

The primary task of adolescence is considered by several psychologists to be the crystallization of identity. Adolescence, in this perspective, is a period during which the integration of aspects of self-development should occur. According to McCandless and Evans (1973), this integration consists of

. . . reorganization of self--a reorganization provoked by pubertal changes, mounting cultural pressures for independence and decisive personal action, and the assumption of broader responsibilities to one's self and others (p. 407).

Self-definition is the essence of adolescence according to Friedenberg (1959). Being "adolescent" is seen as

. . . becoming a person in one's own right, learning who one is and what one feels, and differentiating oneself from one's culture (p. 12).

Thus, adolescence is considered to be a crucial period of psychological growth during which young adults develop self awareness. This identification of attitudes, values and feelings is supposed to enable them to find personal meaning and satisfaction as adults.

Since leisure activities are an integral part of life, secondary students need to explore and develop their "leisure identities." They must have the opportunity to become aware of their leisure attitudes, interests and values, and in particular, what aspects of leisure provide satisfaction and fulfill personal needs. Since little, if any, research has focused upon leisure satisfaction, and in particular the developmental characteristics of leisure satisfaction, this study will examine the leisure satisfaction of secondary students.

Theories of Job Satisfaction

Because there is limited research available regarding leisure satisfaction, it is important to examine a parallel and related area, job satisfaction, for the identification of important concepts. Job satisfaction may be defined as an affective response, the liking or disliking of one's

occupational position (Elizur and Tziner, 1977). It may be viewed as the extent to which the work environment satisfies needs and also as congruence among personality, values and job conditions (Elizur and Tziner, 1977; Locke, 1975). Job satisfaction components have changed over the years. During the 1940s and 1950s, steady work was the most important factor of job satisfaction. However, in 1969, the most important aspect of a job, in terms of satisfaction, was that it involved interesting work (Strauss, 1976). It appears that there are several components of job satisfaction and these are worth further investigation.

Since Hoppock's monograph on Job Satisfaction in 1935, a substantial amount of research has appeared. However, throughout these years of research, there has been little standardization of job satisfaction measures. The majority of the instruments used have been "tailor-made" for the populations being studied. There are exceptions, of course. For example, the Brayfield-Rothe Job Satisfaction Scale (Brayfield and Rothe, 1951), the Kerr Tear Ballot (Kerr, 1948), the Job Description Index (Smith, 1963) and the Minnesota Employee Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967) are all generally well developed instruments. Still, many job satisfaction studies have failed to use established instruments; that is those with demonstrated reliability and validity.

In studies of job satisfaction aspects, some have shown intercorrelations between measures of different factors of satisfaction (e.g. Dabas, 1958; Wherry, 1958). These results have led some theorists to suggest that there is a general factor of job satisfaction which is basically an attitude toward work. On the other hand, from the findings of other studies, more specific factors of job satisfaction have emerged (e.g. Harrison, 1961; Kahn, 1960). These factors include such things as attitudes toward company and management, promotional opportunities, content of job, supervision, financial rewards, working conditions and co-workers (Vroom, 1964). When specific factors have appeared, they have often been shown to be interrelated.

Vroom (1964) presents four possible explanations for these findings regarding the interrelatedness of job satisfaction components. First, it is possible that there are characteristics of individuals which similarly condition their reactions to objectively different aspects of the work situation. People may have developed different adaptation levels of standards of judgement. Some individuals might be "easily satisfied" while others might have much higher satisfaction thresholds.

Second, it is possible that positive relationships among measure of satisfaction are due to response sets. Scores indicating a high level of satisfaction may be the result of a tendency to choose the first alternative or the

"agree" response. "Acquiescence" may therefore be the basis for apparent job satisfaction. Also, since it may be considered socially desirable to have a high level of job satisfaction, people may tend to choose these responses. Thus, the possibility of response sets must be considered in reviewing information related to job satisfaction (McGee, 1962).

Third, it is possible that work situations providing one type of reward also tend to provide other types of rewards. The positive correlations between satisfaction and various aspects of work may be the result of the fact that situational conditions which determine these attitudes are related to one another (Vroom, 1964).

Finally, it is possible that measures of satisfaction and different aspects of work roles are associated because they are functionally interdependent. Changes in satisfaction with one aspect of work may result in changed satisfaction with another aspect. These four explanations have not been clarified in the literature and further research is needed to determine which are most valid.

There also is not enough information about possible causal relationships existing among job satisfaction and other variables (Hoppock, 1976). While this confusing state of affairs needs to be resolved through further research, several major job satisfaction theories have emerged.

One major job satisfaction theory is the work adjustment theory. According to this theory, people seek to achieve and maintain congruence with their work environment (Arvey and Dewhirst, 1976; Dawis, Lofquist and Weiss, 1968; Golden and Weiss, 1968; Super, 1970). This concept of congruence between individuals and their work environments is based on the personality theory of Murray (1938). Murray theorized that individual satisfaction is a function of the correspondence between individual needs and characteristics of the environment. According to the work adjustment theory ("good fit" principle), people would be highly satisfied with their jobs if their needs and abilities corresponded to the characteristics of their work setting (Elizur and Tziner, 1977; Pallone, Hurley and Rickard, 1971).

The work adjustment theory has been supported in numerous studies. For example, Betz (1969) found that for store employees there was a relationship between job satisfaction and need-reinforcer correspondence. Betz concluded that it is important to assess each person's needs and abilities and to evaluate the proposed work environment in terms of its potential to fulfill those needs. Also, Elizur and Tziner (1977), in their study of female social workers, found support for the hypothesis that the higher the correlations between vocational needs and job reward, the higher the level of job satisfaction. Thus, it appears

that the work adjustment view of job satisfaction, as an indication of correspondence between individual needs and characteristics of the work environment, is an important conceptualization.

Another emphasis in job satisfaction research has been on worker personality traits. This theory emphasizes the importance of personality traits, or trait clusters, as predictors or correlates of job satisfaction (Pallone et al., 1971). For example, it has been demonstrated that job satisfaction among ministerial students is related to the 16 PF factors adventuresomeness, shrewdness and the absence of a generalized feeling of frustration (Pallone and Button, 1968). Likewise, using the Interpersonal Topical Inventory, Tuckman (1968) found that job satisfaction is related positively to the opportunity for self-expression in work among supervisors with "concrete-independent" personalities and to opportunity for social contact, self-expression and autonomy among those with "abstract-dependent" personalities. Thus, personality traits may be correlates of job satisfaction.

The "two factor" theory, presented by Herzberg, Mausner and Snyderman (1959), is another major theory of job satisfaction. Herzberg et al. investigated sources of job satisfaction and dissatisfaction of accountants and engineers. They asked their subjects in interviews to tell them about the times during which they felt exceptionally

good and exceptionally bad about their jobs. They found that reports given about "good" periods most often concerned the content of the job. The most frequent themes of these accounts included achievement, recognition, advancement, responsibility and the work itself. On the other hand, stories concerned with "bad" periods usually concerned the context of the job. These themes included company policy and administration, supervision, salary and working conditions. According to these results, job satisfaction is related to the job content while job dissatisfaction is related to the job context.

The "two factor" theory was also supported in a study of male supervisors employed by public utility companies (Schwartz, Jenusaitis and Stark, 1963). Job content factors were more frequently mentioned regarding positive experiences and job context factors were more frequently mentioned regarding negative experiences.

There has been a great deal of disagreement regarding the "two factor" theory in recent years. For example, the methodology used by Herzberg et al. has been questioned. Farr (1977), in attempting to prove that the "two factor" theory does not follow from the evidence obtained, asserts that highly qualitative data were misinterpreted as information of a causal nature related to job satisfaction. Accordingly, the "two factor" theory was supported by only five of twenty-four studies reported in 1968 and 1969

(Pallone et al., 1971). Thus, while Herzberg et al. are given credit for the important distinction between job content and context and for providing insights into the perceptions of workers and their environments, serious problems have arisen with the "two factor" theory.

A more recent theory, and one that is gaining research support, is the conceptualization of job satisfaction as a function of the fit between the person's values and job conditions (Locke, 1975). According to this theory, there are intrinsic and extrinsic sources of job satisfaction that correspond to intrinsic and extrinsic work values.

Intrinsic work values are those that require the use of the person's abilities and reflect the self-actualizing aspects of a job. They include values such as a feeling of achievement. This feeling is related to the successful development and use of one's abilities rather than the successful attainment of the more recognizable criteria of job ascendancy. Other intrinsic values are self-expression, the interest value of work, opportunity for training and experience, and a "feeling" of satisfaction. Central to these values is the development and full use of the person's capacities and talents. Accordingly, job satisfaction is related to the intrinsic work process itself and its relationship to the development and growth of the individual (Friedlander, 1963).

Extrinsic work values are interpersonal and other directed. Included are values such as good relationships with supervisors, security, satisfying co-workers, and recognition through advancement. Job satisfaction is thus the result of such factors as supervisors functioning effectively and skillfully, working in groups that operate smoothly and efficiently, and receiving raises as recognition for good work. Recognizable signs of achievement and relationships with others on-the-job are sources of job satisfaction (Centers and Bugenthal, 1970; Friedlander, 1963).

This fourth major theory of job satisfaction, as a function of the fit between the individual's values and job conditions, has received much support in recent years. For example, in his study of worker dissatisfaction, Strauss (1976) found that while conditions, such as security and good relationships with co-workers, congruent with some extrinsic values were present in their jobs, dissatisfied workers were lacking the self-actualization aspects of intrinsic satisfiers. These workers were looking for interesting and challenging work where they could utilize their abilities. Thus, intrinsic and extrinsic satisfiers are both important to overall job satisfaction.

Drummond, McIntire and Skaggs (1977) explored the relationship between work values and job satisfaction in young adult males. Using the Work Values Inventory (Super,

1973), which assesses intrinsic and extrinsic work values, workers who were highly satisfied with their jobs rated the quality of the supervisory relationship, opportunity for achievement, way of life and security as important work values. It was also found that commitment to work and the opportunity to establish their identity as workers was more important than external rewards. Apparently, again, both intrinsic and extrinsic satisfiers play important roles in job satisfaction.

While several major theories of job satisfaction have been presented, there are still many points that have not been clarified through research. However, these theories are still useful in that they have described important components of job satisfaction and have stimulated research activity.

"Theories" of Leisure

Leisure theories attempt to represent comprehensive explanations of leisure behavior. In general, theories of leisure are in the initial stages of development. There are two major aspects to a sound theory (Neulinger, 1974). First, it is logical (or formal); a theory is a highly sophisticated network of propositions and hypotheses, internally valid and generating many ideas. Second, the strength of a theory is dependent upon the degree to which concepts are anchored in the real world. This determines

the usefulness of the theory, in terms of its ability to measure objectively and to state causal conditions. According to Neulinger (1974), no formal leisure theories exist which meet these criteria. Unfortunately, researchers have simply begun with hypotheses based on feelings or previous research. However, they are moving toward formal theory development (Neulinger, 1974).

Miller and Robinson (1963) discuss several themes of leisure "theories." For example, leisure has the potential for self-fulfillment, personal growth and creative expression. It permits personal autonomy and fulfills functions once fulfilled by work. On the other hand, leisure may be dangerous since it leaves individuals to their own devices. It may also be dangerous to society since it may turn societal members into dull, pleasure seeking individuals. Finally, leisure can be a challenge to the individual and society. These themes appear throughout the major definitions ("theories") of leisure behavior.

Leisure behavior has most often been explained in relation to work behavior. The "compensatory" hypothesis states that persons holding nonmeaningful jobs prefer to engage in leisure activities that make up for deficiencies during work hours. In contrast, the "spillover" hypothesis states that habits from work are carried over to leisure activities in that people who perform nonmeaningful work tasks will not compensate for the lack of meaning while off the job (Shephard, 1974).

Burch (1969) has criticized the "compensatory" and "spillover" hypotheses. According to Burch, the "compensatory" hypothesis suggests that whenever given the opportunity to avoid their regular routines, individuals will seek the direct opposite activity. The "spillover" or "familiarity" hypothesis assumes that persons have worked out a comfortable routine for social survival and the rewards of security outweigh any possible rewards brought by the high costs of uncertainty. Burch (1969) presents a "personal community" hypothesis aimed at filling in gaps the others created. The conceptualization assumes that a person's leisure behavior is shaped by interactions with workmates, family and friends. Thus, individuals' relationships with others are powerful determinants of their leisure styles.

Some types of workers tend to carry work attitudes over into the weekend. The style of a particular leisure activity is therefore related to experiences at work. Etzkorn (1964) found that regulated public campground camping is practiced more by individuals with routinized jobs, while wilderness camping is preferred by individuals in more creative jobs. This suggests that there is, at least to some extent, a "spillover" of experience from work to leisure.

Kando and Summers (1971) have attempted to explain the "spillover" and "compensatory" hypotheses in terms of

the complex set of relationships within which work influences leisure. According to their explanation, work leads to the development of psychological, social and behavioral skills and lifestyles which may "spill over" into leisure. Also, work, when it leads to a certain subjective experience of deprivation, may result in efforts to "compensate" for this in leisure activity.

Parker (1972) distinguishes among extension ("spill-over"), opposition ("compensatory") and neutrality. Extension is the similarity of at least some work and leisure activities with a lack of demarcation between work and leisure. Opposition is the intentional dissimilarity of work and leisure, with a strong demarcation between the two. In addition, neutrality involves the "usually different" content of work and leisure with an "average" demarcation between them. People in this position have jobs that are neither "fulfilling nor oppressive," and tend to be as passive and uninvolved in their leisure as they are in their work (Berger, 1964).

Another "theory" of leisure, in terms of the relationship between work and nonwork aspects of life, has been presented by Godbey and Parker (1976). These authors see three broad approaches to the relationship between leisure and work. First is the religious tradition in which work is perceived as the serious business of life. Leisure is a subsidiary part of life, or is nonexistent. The second

approach views leisure as the aim of life with work merely as a means to that end. Third, leisure and work are integrated as parts of a whole, each having the ability to enrich the other. Thus, three patterns are presented, priority of work, priority of leisure and equality of work and leisure.

Dubin (1956) surveyed industrial workers regarding their "central life interest," their priority. Work was not the "central life interest" of 75 percent of those surveyed, with their priority being leisure. On the other hand, Orzack (1959) found, in a survey of nurses, that their job was their "central life interest." These studies suggest that people will identify more strongly either with work or leisure depending on how fulfilling their work is.

According to Kelly (1972), leisure may be either independent of work or dependent on meaning given it by work. Leisure may also be either freely chosen or determined by work constraints or societal norms. As a result, there are four types of leisure: (1) chosen and independent ("pure" leisure, as in the Greek ideal); (2) chosen but related to work ("spillover" leisure); (3) determined by structural or social factors of work but independent of the work relationship ("compensatory" leisure); (4) determined by and related to work ("preparative" or "recuperative" leisure).

As discussed, there are several "theories" of leisure behavior and its relationship to work. There has been little clarification through research and scant empirical evidence exists regarding the relationship among work-related attitudes and nonwork aspects of life. More research needs to be done in this area so that the place of work and leisure experience within the overall context of people's lives can be clarified.

The oldest leisure theories are those regarded as "classical." These "theories" of leisure behavior patterns include catharsis, compensation, relaxation and task generalization. Leisure as catharsis consists of participation in leisure activities that purge the individual of emotion. The participation allows the person to get rid of tension and anxiety. According to this conceptualization, individuals seek emotional release through participation in either high-energy, consuming activities or those that are relaxing (Witt and Bishop, 1970).

Leisure behavior is compensatory when it "makes up" for something lacking in a person's life. In this sense, leisure involves mechanisms for goals whose direct achievement is blocked. Thus, when people are unable to fulfill a need or meet a goal on the job, with their family, or in any other part of their lives, they can compensate for this void in their leisure activities (Witt and Bishop, 1970).

There are two kinds of relaxing leisure behavior. Restoration occurs after intensive involvement in, or pre-occupation with, any activity which demands a period of respite. Thus, restoration is relaxation after a person is fatigued. Diversion is relaxation after one has been involved in activities that are not necessarily fatiguing, but they have left little time for escape. Relaxing leisure behavior can be restoring or diversionary, depending upon the situational antecedents (Witt and Bishop, 1970).

A definition of task generalization is the tendency for a stimulus, to which a particular response has been learned, to evoke similar responses. This can occur in leisure behavior. In this regard, task generalization is the tendency of a person to choose leisure activities that are the same as or similar to work activities. The individual responds similarly in leisure activities as in work activities (Witt and Bishop, 1970).

Dumazedier (1967) defines leisure as

. . . an activity--apart from the obligations of work, family and society--to which the individual turns at will, for either relaxation, diversion, or broadening his knowledge and his spontaneous social participation, the free exercise of his creative capacity (p. 16-17).

Three major functions of leisure are implied, including relaxation, entertainment and personal development. According to this definition, these functions are interdependent, but research is needed to determine specifically

under what conditions a particular function will be dominant.

One of the most recent conceptualizations of leisure is as an integral part of a person's "life style." "Life style" has been defined as

. . . a characteristic way of distributing one's time, one's interest, and one's talent among the common social roles of adult life--those of worker, parent, spouse, homemaker, citizen, friend, club or association member, church member, and user of leisure time (Havighurst, 1957, p. 297).

Accordingly, leisure is part of a person's total life experience, subject to personal and environmental forces. However, at this time, there have been few attempts to provide theoretical links for this relationship (Neulinger, 1974).

To summarize, the status of leisure theories today

. . . is little else than a reporting of survey data on what selected samples of individuals do with the time in which they are not working and in the correlation of these data with conventional demographic variables (Berger, 1963, p. 21).

Only during the last few years have there been empirically based attempts at theory building (Bull, 1971; Burch, 1969).

As Neulinger (1974) states,

One indication of the development of a science is the degree to which experimentation is employed in its research efforts. The progression usually is one from unsystematic data collection and description, to loosely formulated ideals about possible relationships, to systematic data gathering and classification of these, to formal theory building, and, finally, to a testing of these through experimentation. Viewed from this perspective, the scientific investigation of leisure is still at a

primitive stage. Much information has been collected but few comprehensive theories have been proposed, and experimentation is practically nonexistent, or perhaps, just beginning (p. 131).

Leisure Counseling Instrumentation

Leisure counseling, as a newly emergent area of the counseling profession, requires the development of theory, techniques and tools. These include, for example, the development of counseling models, classifications of leisure activities and the development of psychometric and evaluation instruments (Overs, 1977).

There are three major purposes of instrumentation in leisure counseling. These include: (1) enabling the counselor to help clients make leisure choices with more precision; (2) measuring the outcomes of counseling; (3) measuring clients' underlying attitudes about leisure (Overs and Taylor, 1976). Thus, the development of reliable and valid instruments for use in leisure counseling is of major concern.

Leisure counseling instruments fall into three general categories. Psychometric instruments are used to measure individual leisure interests, aptitudes and performance levels. Such instruments present a stimulus representing the leisure activity to the client to aid in the making of a choice. This stimulus can be in the form of a paper and pencil interest inventory, card sort, etc. Thus, to indicate interests, aptitudes or performance levels, the client

makes choices among the stimuli of activities (Overs and Taylor, 1976).

Evaluation instruments attempt to measure the qualitative aspects of participation in leisure activities, such as "satisfaction" and "meaningful involvement." These instruments include evaluation or attitude questionnaires and interview schedules to determine how and to what degree leisure activities meet the needs of the individual (Overs and Taylor, 1976).

Finally, observation and participant observation may be the most effective way to determine an interest in leisure activities since activities can be tried out, or at least the persons involved in them can be observed. However, the type of measurement is often too time-consuming and impractical since over 800 leisure activities have been classified. As a result, psychometric and evaluation instruments seem to have the greatest potential to meet the needs of the leisure counselor (Overs, and Taylor, 1976).

To meet the need for assessment instruments in leisure counseling, several have been developed in recent years. The majority of these instruments, however, have been developed on a small-scale basis and have involved the assessment of leisure interests. The Leisure Activities Blank (LAB) (McKechnie, 1975) is currently the only leisure interest inventory which is published by a major

testing company. It is also the most sophisticated instrument available for leisure counseling. The LAB consists of 120 leisure activities. Each activity is evaluated in terms of past and future involvement. Fourteen subscales have been developed according to factor analyses of LAB responses. Other related, but not as well developed, instruments include the Leisure Interest Inventory (Hubert, 1966; 1969) and the Avocational Activities Interest Index (D'Agostini, 1972). These instruments require respondents to evaluate their preferences for an assortment of leisure activities. General leisure interests are obtained from clustering responses. Paper-and-pencil leisure interest inventories provide categories of leisure interests which are simple to interpret. In addition, through the use of these "standardized" assessments, extensive lists of leisure activities can be provided (Loesch and Burt, 1978; Walshe, 1976).

As an alternative to the paper-and-pencil leisure interest inventories, a group of procedures have been developed by Overs and others (Overs, Taylor and Adkins, 1977; Overs and Page, 1974). These include the Avocational Title Card Sort, Avocational Picture Card Sort, Avocational Magazine Picture Sort, Slide Projected Picture Sort and the Avocational Plaque Sort. These approaches require either verbal or physical responses and thus may be appropriate for various special client populations.

Instruments are being developed to assess other aspects of leisure behavior. For example, Loesch (1978) has developed the Survey of Leisure Values. In addition, Neulinger (1974) has presented the Study of Leisure, an instrument to assess leisure attitudes. Thus, the development of leisure instruments is expanding to include components of leisure other than interests.

Of particular importance for this study is the development of two leisure satisfaction instruments. Overs, Taylor and Adkins (1974) created the Milwaukee Avocational Satisfaction Questionnaire to measure components of leisure satisfaction. This instrument was adapted from the Minnesota Job Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967), and assesses leisure satisfaction in terms of both intrinsic and extrinsic rewards. Respondents indicate degree of satisfaction on a five step scale for twenty-two items. The instrument was originally developed as an interview schedule, with 112 leisure counseling clients evaluating specific leisure activities. The authors suggest that the instrument is appropriate to use as a paper-and-pencil questionnaire to assess satisfaction with leisure activities (Overs et al., 1974).

The Milwaukee Avocational Satisfaction Questionnaire suffers from several major drawbacks. First, little field testing has been conducted. The authors originally used the instrument as an interview schedule for 112 "disabled"

individuals (Overs et al., 1974) and later administered it to 216 individuals who were members of a "Golden Age" club (Overs and Taylor, 1976). Also, no information is reported regarding the reliability and validity of the instrument. Thus, while this instrument may be useful, little has been done to establish norms or demonstrate its validity or reliability.

A research edition of a leisure satisfaction measure has been developed by Beard and Ragheb (1978) at Florida State University. The Leisure Satisfaction Index attempts to measure the extent to which adults perceive that personal needs are met through their leisure activities. The instrument consists of fifty-seven statements reflecting six need areas: psychological, educational, social, relaxation, physiological, and aesthetic. Individuals respond to the statements on a five point Likert-type scale consisting of: "almost never true," "seldom true," "sometimes true," "often true," and "almost always true." The instrument yields a total score and six subscale scores. Individuals who score high on the Psychological scale report that their leisure activities provide psychological benefits such as a sense of freedom, enjoyment, involvement and intellectual challenge. Those who score high on the Educational scale state that their leisure activities provide intellectual stimulation and help them learn about themselves and their environment. A high score on the

Social scale indicates that one's leisure activities provide rewarding relationships with others. When leisure activities provide relief from stress, a high Relaxation score would occur. The Physiological score is high when leisure activities develop physical fitness, control weight and are, in general, healthy. Finally, a high Aesthetic score indicates that leisure activities are interesting and pleasant for the individual (Beard and Ragheb, 1978).

The Leisure Satisfaction Index was initially field tested with a sample of 603 subjects. Several revisions of the instrument were made and the final version was administered to 347 individuals. Alpha reliability is reported at .96 for the entire scale. Subscale reliabilities range from .85 to .92. The six subscales are reflected in the results of a series of factor analyses (Beard and Ragheb, 1978).

Beard and Ragheb (1978) suggest that at this stage of development the Leisure Satisfaction Index may be useful in counseling, program design, and evaluation. They also emphasize its usefulness in research on the variables of leisure satisfaction.

In conclusion, a growing number of mental health specialists have become aware of the importance of leisure time as a determinant of the mental health, work adjustment and life satisfaction of the individual (Brooks and Elliot,

1971; Martin, 1967; Mendel, 1971; Tinsley, Barrett and Kass, 1977). Accordingly, the goal of leisure counseling is the development of a healthy, mature, self-actualizing person by helping the individual make meaningful and informed choices consistent with personal beliefs, attitudes, values and circumstances (McDowell, 1974). The leisure counselor assists the person to understand and value his or her own leisure behavior in relation to personal goals for self-fulfillment and satisfaction (Gunn and Peterson, 1977). The leisure counselor needs reliable and valid instrumentation to assist in this task. This study attempted to meet that need with the development of an instrument to assess leisure satisfaction.

CHAPTER III

METHODOLOGY

Initial Development of the LSI

An analysis of the literature suggested the need for a systematic approach to assessing leisure satisfaction. The categories of interest here evolved from the literature representing the major theoretical life satisfiers. These two categories (intrinsic and extrinsic) thus represented the major components of leisure satisfaction.

Theoretical Basis

Intrinsic and extrinsic factors of leisure satisfaction were chosen as the theoretical basis of the LSI for several reasons. This orientation was suggested by the empirically based theory of job satisfaction viewing satisfaction as a function of the fit between the person's values and job conditions (Locke, 1975). Intrinsic work values include those requiring the use of the person's abilities and reflect the "self-actualizing" aspects of a job. On the other hand, extrinsic work values are interpersonal and other directed (Friedlander, 1963). Research has indicated that job satisfaction is the result of work conditions matching both intrinsic and extrinsic work

values (Drummond, McIntire and Skaggs, 1977; Strauss, 1976). It follows that a similar situation should exist for leisure.

Additionally, several leisure "theories" include concepts reflecting intrinsic and extrinsic satisfiers. For example, "theories" purpose that leisure can provide self-fulfillment, creative expression (Miller and Robinson, 1963), compensation (Shepard, 1974), catharsis, relaxation (Witt and Bishop, 1970), and entertainment (Dumazedier, 1967). Thus, the majority of leisure "theories" include intrinsic and extrinsic sources of satisfaction.

The two categories of leisure satisfiers were organized into a conceptual outline (Appendix I). The major elements of the outline include, as intrinsic satisfiers, self-expression, creativity, autonomy, achievement, catharsis, relaxation, compensation and activity. Self-expression involves ability utilization and putting something of oneself into a project. Satisfaction is derived from the sense of pleasure in the act of creation. Feelings of independence of authority and the freedom to make decisions characterize the satisfaction of autonomy. Achievement in leisure may involve meeting high standards, tackling difficult tasks, and developing abilities. Leisure activities may enable people to get rid of tension and anxiety. They can also provide relaxation, in the form of restoration and/or diversion, or compensation for deficits in work or

satisfaction may include relaxation, amusement and the relieving of feelings of listlessness.

In addition, supervision, prestige and status, and interpersonal relationships make up the categories of extrinsic satisfiers. The quality of supervision of leisure activities, in terms of structure provided, aids in the development of skills, ability levels and positive relationships, and thus is an important satisfaction ingredient. Recognizable signs of achievement, ascendent striving, and social status play a role in the prestige gained through leisure. Leisure activities can also fulfill the need for social contacts and service to the community.

The conceptual outline was reviewed by a professor and a doctoral student, whose specialties are research and measurement, involved in research in leisure counseling. The comprehensiveness of the outline, validity of major categories and content within each category were evaluated in terms of leisure satisfaction. The outline was revised according to suggestions made by the consultants.

Item Generation

Using the revised outline of leisure satisfiers as a theoretical base, a preliminary instrument was developed (Appendix II). Forty items were constructed, with a

minimum of one item from each element of the conceptual outline. All items were phrased positively to achieve internal consistency. A five point Likert-type scale was proposed, including: strongly agree, agree, undecided, disagree or strongly disagree. These responses were weighted from 5 to 1, with "strongly agree" as 5 and "strongly disagree" as 1. Accordingly, a total score can be obtained by summing the forty response weightings. Scores range from 40 to 200, with high scores indicating high leisure satisfaction.

The items of the preliminary instrument were reviewed by two professors and two doctoral students in counselor education. These individuals were instructed to review the items and make notes of specific suggested revisions on the basis of internal consistency, simplicity, clarity of wording, comprehensiveness of subject areas covered, possible ambiguity of items and relevance to perceptions of leisure satisfaction.

In addition, a readability study of the preliminary instrument was made in order to insure that the reading level of the items is no higher than the sixth grade.

Pilot Study

A pilot study was conducted to determine the readability of the preliminary LSI, initial test-retest reliability, suitability of the instrument format, and the

ability of the items to discriminate among students. The LSI was refined to some extent on the basis of the results of this study.

A complete description of the pilot study may be found in Appendix III. In general, the refinements were in the words used in LSI statements. No refinements were necessary on the basis of lack of understanding of format or response mode or because of poor item discriminability or reliability.

Field Test of the LSI

Purpose

The purpose of the field test was to determine the test-retest reliability and concurrent and construct validity of the refined LSI. In addition, the internal consistency of the instrument was assessed.

Subjects

The population from which the sample was drawn consisted of all students in grades 9 through 12 currently enrolled in high schools in Florida. A factor analysis can be validly completed with the number of subjects as low as ten times the number of items (Guertin and Bailey, 1970). Thus, it was proposed that the absolute minimum number of subjects needed to complete this study was four hundred.

Guidance supervisors in twelve Florida counties were contacted by mail (Appendix V). They were asked to suggest counselors in their county who might be willing to obtain students to participate in the study. Supervisors in six of these counties were able to provide contact persons. The researcher then contacted these counselors by phone and obtained commitments from fifteen counselors to help with the study by first arranging with teachers to involve their classes and second by administering the LSI to these students. Within these arranged classes, students, who read and signed the informed consent form, participated in the study.

The researcher also sent letters (Appendix VI) to each county school board and completed all requirements necessary in order to receive permission to conduct research in these schools.

It was proposed that twenty-five hundred instruments would be mailed out to a minimum of ten Florida counties. However, two thousand one hundred-fifty questionnaires were mailed to six counties, due to the unwillingness of other counties to participate in the study.

A cut-off date of May 18, 1979, was established for the return of completed questionnaires. By that time, one thousand three hundred twenty-five questionnaires had been returned. After this date, and after the data analyses had been completed, three hundred twenty-one

additional completed instruments were returned (77% overall return rate).

It was also proposed that the researcher would attempt to obtain 50% of the sample from rural areas and 50% from urban areas. The resulting sample consisted of 44.9% urban students and 55.1% rural students.

Administration

The questionnaire was administered to classes by the high school counselors. Counselors were given administration instructions. They were instructed to read the directions with the LSI (Appendix II) to the class and to allow time for questions to insure that the questionnaire format was understood.

Reliability

It was proposed that four groups, one from each grade level, would complete the instrument a second time. However, many teachers were not willing to allow the instrument to be administered in their classes a second time. As a result, it was arranged with one teacher in an urban county for the researcher to administer the LSI two weeks apart in two of his classes. These groups consisted of a total of sixty-one students. These administrations were completed in order to establish test-retest reliability. In addition, the internal consistency of the LSI and its subscales was assessed by the

split-half technique, as corrected by the Spearman-Brown formula, and Cronbach's coefficient alpha.

Validity Studies

Two "Substudies" were conducted to assess concurrent validity. In addition to completing the LSI, one group of one hundred sixteen students also completed the Leisure Satisfaction Index (Beard and Ragheb, 1978). Two classes (fifty-nine students) in urban schools completed both instruments. In addition, a counselor in a rural county administered both instruments to fifty-seven students.

Reliability and validity information regarding the Leisure Satisfaction Index has been presented earlier. Leisure Satisfaction Index total scores range from 57 to 285 and subscale scores range from 5 to 65. The total and subscale scores of the LSI were correlated with the total and six subscale scores of the Leisure Satisfaction Index in order to establish concurrent validity.

Another group of one hundred ten students completed the Milwaukee Avocational Satisfaction Questionnaire (Overs, Taylor and Adkins, 1974; Overs, Taylor, Cassell and Chernov, 1977) in addition to the LSI. Two classes (fifty-eight students) in urban schools completed both instruments. In addition, a counselor in a rural county administered the two instruments to fifty-two students.

Reliability and validity information for the Milwaukee Avocational Satisfaction Questionnaire has been

discussed earlier. The total score ranges from 22 to 110 and was correlated with the LSI total score. This correlation reflects concurrent validity.

Construct validity was established through several factor analyses of the LSI to determine if the categories of the conceptual outline were reflected in appropriate clusters of interrelated items.

Data Analyses

All completed instruments were computer scored. Computer scored answer sheets were distributed with the LSI. Instructions were included to insure that the answer sheets were completed properly (Appendix II). The data were placed on tape and subsequently punched onto cards. An alpha level of .05 was the criterion for statistical significance evaluations. Factor analyses were completed using the computer programs of Guertin and Bailey (1970) and all other data analyses were completed using the Statistical Package for the Social Sciences (Nie et al., 1975).

The mean and standard deviation were calculated for each item and for the total and subscale scores. In addition, the mean and standard deviation for each item and for the total and subscale scores were calculated by race, sex, age and grade levels.

Intercorrelations of all items were calculated. Factor analyses, including both oblique and orthogonal solutions, were completed to determine the factor

structure of the LSI. Both solutions were inspected to determine which provided the clearest separation of factors. The principal axes factor analysis following an orthogonal rotation to the Varimax criterion was more appropriate than the oblique rotation to simple loadings since the factors were not correlated. Rotated factors were evaluated to locate clusters of highly interrelated items. These clusters were examined to determine whether they appeared to represent the original theoretical concepts which form the basis of the questionnaire. The content of the items loading on each was examined. Five clearly identifiable factors were labelled in accordance with the content represented in the clusters of inter-related items.

Analysis of variance was used to determine if there were differences in the mean LSI total and subscale scores in terms of age, race (Caucasian, ethnic minority), sex and grade level (9, 10, 11, 12).

To assess concurrent validity, Pearson product-moment correlation coefficients were computed for the LSI total and subscale scores and the total and six subscale scores of the Leisure Satisfaction Index (Beard and Ragheb, 1978), and for the LSI total score and the total score of the Milwaukee Avocational Satisfaction Questionnaire (Overs, Taylor and Adkins, 1974; Overs, Taylor, Cassell and Chernov, 1977).

Limitations of the Study

Since this study was descriptive, no treatment occurred. Accordingly, there was only one possible threat to external validity. Biases may have occurred in the study as a result of the method of selection of subjects (Issac and Michael, 1971). In order to determine the representativeness of the study's results, demographic data (age, sex, grade level and race) were collected so that comparisons could be made between the resulting sample and the population. Although subject selection was a limitation, its seriousness was minimal due to the descriptive nature of this study.

CHAPTER IV

RESULTS

The results of the study are presented in this chapter. This presentation includes the sample, item analyses, factor analyses, reliability, validity and total and subscale score analyses. Tables are presented along with the discussion of each of the preceding areas. Supplemental information included in the appendices is identified.

Resulting Sample

Two thousand one hundred fifty copies of the LSI were mailed to fifteen high school counselors in six Florida counties who indicated willingness to participate in the study. A "cut-off" date (May 18, 1979) was established for the return of completed questionnaires. By that time, one thousand three hundred twenty-five usable (fully-completed) questionnaires were obtained (62% return rate). In addition, after the data analyses had been completed, three hundred twenty-one more questionnaires were returned, resulting in a 77% overall return rate.

A total of five hundred ninety-five subjects (44.9%) were from urban areas (populations greater than fifty

thousand). Thus, seven hundred thirty subjects (55.1%) were from rural areas of Florida. Table II provides a breakdown of the sample on the basis of selected demographic characteristics (age, grade, race, sex). Table III also includes a breakdown of grade level by sex, race and age. It is clear from these tables that the sample is well distributed in terms of sex, race and age. In addition, the sample age mean is 17.33, with a standard deviation of 1.19. However, the sample tends to be unevenly distributed in terms of grade level, with 41.67% of the students being in grade 12 and only 10.34% being in grade 9. In spite of this imbalance, the sample is generally representative of the high school population since it includes young students (15 and below) in grades 11 and 12, average age students in their expected grade levels, and older students (19 and above) in grades 9 and 10. That is, a "typical" range of ages is present in each grade level.

Item Analyses

Response frequencies and percentages for each item are reported in Table IV. Item means and standard deviations are reported in Table V. Additionally, items means and standard deviations by sex, race, age and grade level are included in Appendices IX, X, XI, and XII.

"Agree" is the most frequent response for the majority of items with "Strongly Agree" or "Undecided" as the

TABLE II
 DEMOGRAPHIC CHARACTERISTICS OF THE TOTAL SAMPLE
 (N = 1325)

	Sample N	% Total
Sex		
Female	748	56.45
Male	577	43.55
Race		
Ethnic Minority	266	20.08
Caucasian	1059	79.92
Age		
15 and below	120	9.06
16	208	15.70
17	310	23.40
18	479	36.15
19 and above	208	15.69
Grade		
9	137	10.34
10	289	21.81
11	347	26.18
12	552	41.67

TABLE III
 GRADE LEVEL BY SEX, RACE AND AGE OF THE TOTAL SAMPLE
 (N = 1325)

Grade Level	Sex	Race	Age					Row Total	% Total
			-15	16	17	18	19+		
9	Female	Ethnic Min	15	2	0	0	0	17	1.3
		Caucasian	57	10	1	0	1	69	5.5
		Total	72	12	1	0	1	86	6.8
	Male	Ethnic Min	8	0	0	0	0	8	.6
		Caucasian	30	10	1	0	2	43	3.4
		Total	38	10	1	0	2	51	4.0
10	Female	Ethnic Min	1	16	1	0	14	32	2.6
		Caucasian	3	86	11	1	26	127	10.2
		Total	4	102	12	1	40	159	12.8
	Male	Ethnic Min	0	7	3	0	7	17	1.4
		Caucasian	1	68	14	2	28	113	9.0
		Total	1	75	17	2	35	130	10.4
11	Female	Ethnic Min	0	1	41	6	1	49	3.9
		Caucasian	2	5	135	29	3	174	13.9
		Total	2	6	176	35	4	223	17.8
	Male	Ethnic Min	0	0	17	5	2	24	1.9
		Caucasian	1	3	74	20	2	100	8.0
		Total	1	3	91	25	4	124	9.9
12	Female	Ethnic Min	0	0	2	50	13	65	5.2
		Caucasian	1	0	5	175	34	215	17.2
		Total	1	0	7	225	47	280	22.4
	Male	Ethnic Min	0	0	1	29	24	54	4.3
		Caucasian	1	0	4	162	51	218	17.4
		Total	1	0	5	191	75	272	21.7

TABLE IV
LSI ITEM RESPONSE FREQUENCIES AND PERCENTAGES

Item #	Strongly Disagree FREQ. %	Disagree FREQ. %	Undeci. FREQ. %	Agree FREQ. %	Strongly Agree FREQ. %	Missing FREQ. %
1	30 2.3	85 6.4	189 14.3	742 56.0	276 20.8	3 2
2	57 4.3	250 18.9	412 31.1	495 37.4	108 8.2	3 3
3	64 4.8	141 10.6	329 24.8	602 45.4	184 13.9	5 4
4	50 3.8	133 10.0	298 22.5	550 41.5	290 21.9	4 3
5	53 4.0	214 16.2	306 23.1	583 44.0	165 12.5	4 3
6	53 4.0	203 15.3	361 27.2	531 40.1	172 13.0	5 4
7	37 2.8	75 5.7	152 11.5	634 47.8	423 31.9	4 3
8	52 3.9	97 7.3	194 14.6	641 48.4	337 25.4	4 3
9	57 4.3	154 11.6	267 20.2	525 39.6	314 23.7	8 6
10	57 4.3	89 6.7	115 8.7	445 33.6	615 46.4	4 3
11	49 3.7	85 6.4	114 8.6	552 41.7	523 39.5	2 2
12	36 2.7	134 10.1	346 26.1	596 45.0	209 15.8	4 3
13	37 2.8	119 9.0	254 19.2	582 43.9	328 24.8	5 4
14	143 10.8	217 16.4	264 19.9	372 28.1	326 24.6	3 2
15	40 3.0	151 11.4	357 26.9	585 44.2	186 14.0	6 5
16	101 7.6	241 18.2	300 22.6	455 34.3	226 17.1	2 2
17	35 2.6	133 10.0	398 30.0	584 44.1	169 12.8	6 5
18	110 8.3	253 19.1	246 18.6	446 33.7	264 19.9	6 5
19	37 2.8	84 6.3	183 13.8	682 51.5	333 25.1	6 5
20	58 4.4	178 13.4	437 33.0	496 37.4	150 11.3	6 5
21	74 5.6	160 12.1	207 15.6	546 41.2	334 25.2	4 3
22	28 2.1	94 7.1	405 30.6	590 44.5	202 15.2	6 6

(Continued)

TABLE IV
(CONTINUED)

Item #	Strongly Disagree FREQ. %	Disagree FREQ. %	Undeci. FREQ. %	Agree FREQ. %	Strongly Agree FREQ. %	Missing FREQ. %
23	58 4.4	129 9.7	263 19.8	579 43.7	288 21.7	8 .6
24	48 3.6	139 10.5	232 17.5	599 45.2	298 22.5	9 .7
25	40 3.0	158 11.9	303 22.9	521 39.3	296 22.3	7 .5
26	39 2.9	82 6.2	191 14.4	544 41.1	461 34.8	8 .6
27	109 8.2	199 15.0	256 19.3	483 36.5	266 20.1	12 .9
28	42 3.2	96 7.2	154 11.6	592 44.7	433 32.7	8 .6
29	98 7.4	224 16.9	351 26.5	489 36.9	153 11.5	10 .8
30	22 1.7	103 7.8	332 25.1	634 47.8	222 16.8	12 .9
31	179 13.5	312 23.5	412 31.1	321 24.2	88 6.6	13 1.0
32	92 6.9	177 13.4	303 22.9	513 38.7	227 17.1	13 1.0
33	38 2.9	91 6.9	210 15.8	569 42.9	405 30.6	12 .9
34	28 2.1	80 6.0	214 16.2	558 42.1	433 32.7	12 .9
35	38 2.9	53 4.0	135 10.2	537 40.5	551 41.6	11 .8
36	53 4.0	157 11.8	330 24.9	502 37.9	269 20.3	14 1.1
37	39 2.9	51 3.8	106 8.0	574 43.3	541 40.8	14 1.1
38	32 2.4	54 4.1	204 15.4	605 45.7	417 31.5	13 1.0
39	33 2.5	33 2.5	94 7.1	548 41.4	606 45.7	11 .8
40	36 2.7	42 3.2	108 8.2	498 37.6	627 47.3	14 1.1

TABLE V
LSI ITEM MEANS AND STANDARD DEVIATIONS

Item	Mean	S.D.
1	3.87	0.89
2	3.26	1.00
3	3.53	1.02
4	3.68	1.04
5	3.45	1.03
6	3.43	1.03
7	4.01	0.96
8	3.84	1.01
9	3.67	1.09
10	4.11	1.09
11	4.07	1.03
12	3.61	0.96
13	3.79	1.01
14	3.39	1.31
15	3.55	0.97
16	3.35	1.18
17	3.55	0.93
18	3.38	1.23
19	3.90	0.94
20	3.38	1.00
21	3.67	1.14
22	3.64	0.90
23	3.69	1.05
24	3.73	1.04
25	3.66	1.05
26	3.99	1.01
27	3.46	1.21
28	3.97	1.01
29	3.28	1.11
30	3.71	0.90
31	2.87	1.13
32	3.46	1.13

(Continued)

TABLE V
(CONTINUED)

Item	Mean	S.D.
33	3.92	1.00
34	3.98	0.96
35	4.15	0.96
36	3.59	1.06
37	4.16	0.94
38	4.01	0.93
39	4.26	0.89
40	4.25	0.93

second most frequent response. This response pattern is reflected in the "high" item means (range 2.87 to 4.26). However, there is considerable variability in the responses as reflected by the item standard deviations (range .89 to 1.23). This variability indicates that the LSI items have the ability to discriminate among students with varying levels of leisure satisfaction. Items 39, 40 and 37 are those showing the greatest satisfaction, having means of 4.26, 4.25 and 4.15, respectively. On the other hand, the lowest satisfaction appears in items 31, 2 and 29 with means of 2.87, 3.26 and 3.28.

Factor Analyses

Intercorrelations were computed between all items and are shown in Table VI. These correlations ranged from -.11 to .64 (range = .75). The majority ($n = 485$, $\% = 60.6$) of correlations were statistically significant at the .05 level.

The principal axes factor analysis of the forty-by-forty item correlation matrix, following an orthogonal rotation to the Varimax criterion, yielded the factor structure shown in Table VII. An oblique rotation to simple loadings was also inspected, but the factors that emerged were not correlated. Thus, the orthogonal solution is appropriate.

Although six factors resulted from the orthogonal rotation, only five were interpretable. As a result, only

TABLE VI
LSI ITEM INTERCORRELATION MATRIX

Item	1	2	3	4	5	6	7	8	9	10
1		.30*	.28*	.30*	.26*	.33*	.39*	.30*	.19	.20*
2			.28*	.27*	.24*	.23*	.28*	.23*	.12	.07
3				.20*	.24*	.24*	.29*	.28*	.16	.11
4					.23*	.24*	.47*	.32*	.21*	.17
5						.34*	.33*	.27*	.11	.09
6							.33*	.30*	.16	.11
7								.47*	.24*	.23*
8									.25*	.23*
9										.19
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

(Continued)

TABLE VI

(CONTINUED)

Item #	11	12	13	14	15	16	17	18	19	20
1	.23*	.25*	.33*	.03	.24*	.04	.27*	.14	.30*	.19
2	.13	.19	.21*	.02	.26*	.03	.25*	.07	.21*	.26*
3	.20*	.21*	.23*	.01	.22*	.03	.26*	.03	.29*	.21*
4	.31*	.32*	.27*	.05	.37*	.07	.21*	.10	.24*	.31*
5	.16	.28*	.28*	.03	.23*	.02	.31*	.10	.21*	.26*
6	.12	.25*	.29*	.03	.20*	.04	.30*	.10	.25*	.20*
7	.32*	.34*	.37*	.11	.36*	.09	.26*	.11	.32*	.29*
8	.34*	.34*	.33*	.03	.29*	.06	.23*	.10	.27*	.31*
9	.24*	.22*	.17	.15	.18	.17*	.14	.20*	.21*	.17
10	.46*	.24*	.15	.25*	.17	.26*	.11	.23*	.25*	.07
11		.33*	.21*	.20*	.27*	.21*	.14	.16	.30*	.27*
12			.31*	.10	.29*	.07	.23*	.06	.26*	.38*
13				.00	.32*	.05	.36*	.17	.26*	.28*
14					.04	.23*	.08	.27*	.05	.03
15						.15	.25	.16	.24*	.36*
16							.09	.39*	.13	.08
17								.19	.24*	.29*
18									.20*	.11
19										.28*
20										

(Continued)

TABLE VI
(CONTINUED)

Item #	21	22	23	24	25	26	27	28	29	30
1	.05	.30*	.12	.21*	.19	.38*	.09	.23*	.05	.26*
2	.09	.22*	.08	.25*	.14	.21*	.10	.23*	.06	.24*
3	.06	.20*	.12	.23*	.17	.21*	.12	.26*	.11	.19
4	.13	.26*	.20*	.22*	.28*	.30*	.16	.22*	.08	.26*
5	.09	.24*	.12	.27*	.22*	.23*	.07	.19	.09	.21*
6	.08	.25*	.15	.28*	.18	.27*	.10	.29*	.07	.18
7	.15	.34*	.25*	.28*	.26*	.38*	.14	.29*	.08	.33*
8	.14	.33*	.19	.32*	.18	.28*	.17	.25*	.08	.23*
9	.12	.24*	.21*	.14	.28*	.24*	.19	.17	.17	.21*
10	.39*	.20*	.27*	.08	.13	.27*	.22*	.20*	.13	.17
11	.39*	.27*	.28*	.22*	.25*	.33*	.25*	.21*	.18	.24*
12	.16	.29*	.17	.30*	.22*	.31*	.10	.22*	.11	.25*
13	.11	.29*	.15	.36*	.21*	.33*	.19	.27*	.09	.29*
14	.22*	.13	.30*	.01	.11	.14	.23*	.05	.20*	.15
15	.20*	.30*	.17	.23*	.22*	.28*	.18*	.22*	.13	.21*
16	.29*	.10	.31*	.02	.11	.11	.22*	.11	.21*	.08
17	.11	.30*	.15	.35*	.18	.30*	.16	.27*	.15	.32*
18	.28*	.12	.34*	.11	.11	.20*	.35*	.17	.22*	.18
19	.17	.30*	.24*	.31*	.23*	.37*	.16	.42*	.10	.28*
20	.17	.30*	.13	.37*	.22*	.28*	.15	.26*	.13	.25*

(Continued)

TABLE VI
(CONTINUED)

Item #	21	22	23	24	25	26	27	28	29	30
21		.18	.27*	.11	.16	.17	.27*	.13	.33*	.12
22			.21*	.28*	.27*	.34*	.17	.28*	.19	.32*
23				.18	.25*	.25*	.28*	.18	.20*	.21*
24					.29*	.31*	.16	.32*	.16	.28*
25						.38*	.21*	.22*	.18	.23*
26							.17	.33*	.14	.31*
27								.13	.30*	.18
28									.14	.29*
29										.21*
30										
31										
32										
33										
34										
35										
36										
37										
38										
39										
40										

(Continued)

TABLE VI
(CONTINUED)

Item #	31	32	33	34	35	36	37	38	39	40
1	.11	.06	.27*	.31*	.33*	.20*	.26*	.37*	.29*	.33*
2	.20*	.06	.19	.16	.21*	.43*	.19	.21*	.15	.15
3	.26*	.13	.15	.21*	.24*	.30*	.25*	.25*	.23*	.22*
4	.07	.07	.20*	.25*	.28*	.26*	.24*	.31*	.22*	.26*
5	.19	.09	.22*	.31*	.26*	.24*	.18	.29*	.19	.22*
6	.19	.12	.21*	.25*	.34*	.26*	.24*	.33*	.27*	.24*
7	.10	.10	.27*	.33*	.33*	.29*	.33*	.41*	.35*	.37*
8	.15	.09	.24*	.34*	.32*	.27*	.28*	.35*	.28*	.29*
9	.06	.12	.18	.21*	.21*	.15	.23*	.24*	.26*	.31*
10	.11	.13	.26*	.19	.23*	.08	.31*	.20*	.37*	.33*
11	.03	.18	.28*	.26*	.24*	.23*	.29*	.29*	.37*	.32*
12	.13	.07	.24*	.29*	.28*	.30*	.26*	.36*	.28*	.30*
13	.20*	.10	.31*	.41*	.36*	.30*	.27*	.43*	.31*	.38*
14	.11	.17	.15	.07	.08	.07	.11	.07	.20*	.16
15	.15	.07	.18	.25*	.28*	.25*	.23*	.29*	.28*	.28*
16	.02	.13	.08	.11	.05	.02	.15	.07	.21*	.16
17	.20*	.07	.28*	.36*	.28*	.31*	.19	.34*	.26*	.31*
18	.00	.17	.21*	.12	.18	.09	.17	.18	.25*	.24*
19	.17	.16	.29*	.32*	.42*	.36*	.44	.39*	.40*	.38*
20	.28*	.08	.23*	.26*	.27*	.37*	.23*	.29*	.20*	.25*

(Continued)

TABLE VI
(CONTINUED)

Item #	31	32	33	34	35	36	37	38	39	40
21	-.03	.18	.17	.13	.14	.13	.17	.13	.26*	.21*
22	.15	.15	.31*	.38*	.35*	.20*	.27*	.40*	.31*	.36*
23	.02	.22*	.25*	.23*	.22*	.13	.27*	.26*	.35*	.31*
24	.30*	.15	.26*	.35*	.34*	.43*	.29*	.37*	.28*	.30*
25	.13	.13	.22*	.26*	.24*	.21*	.25*	.28*	.30*	.30*
26	.11	.13	.36*	.41*	.47*	.30*	.40*	.47*	.41*	.51*
27	.04	.20*	.23*	.19	.20*	.12	.18	.20*	.24*	.23*
28	.20*	.12	.25*	.32*	.44*	.37*	.45*	.37*	.39*	.33*
29	.06	.18	.13	.16	.10	.08	.14	.14	.17	.17
30	.12	.12	.28*	.38*	.32*	.19	.27*	.38*	.29*	.34*
31		.15	.12	.15	.15	.31*	.09	.17	.02	.02
32			.11	.09	.09	.07	.13	.15	.19	.17
33				.43*		.26*	.32*	.37*	.36*	.35*
34					.34*	.32*	.32*	.53*	.37*	.48*
35					.46*	.37*	.47*	.48*	.42*	.48*
36							.40*	.36*	.24*	.30*
37								.42*	.51*	.43*
38									.45*	.56*
39										.51*
40										

* $p \leq .05$

TABLE VII
 FACTOR LOADINGS FOR LSI ITEMS FOLLOWING A PRINCIPAL-AXES FACTOR ANALYSIS
 WITH AN ORTHOGONAL ROTATION TO VARIMAX CRITERION

Items #	Factors					Communalities
	I	II	III	IV	V	
1	.31	.52	.03	.19	-.02	.40
2	.01	.45	.05	.16	.33	.34
3	.10	.35	.05	.23	.27	.26
4	.19	.48	.08	.06	.08	.38
5	.27	.39	.05	.01	.22	.28
6	.24	.44	.06	.18	.17	.32
7	.29	.60	.08	.16	.02	.53
8	.27	.44	.05	.12	.12	.38
9	.22	.19	.25	.10	.01	.18
10	.11	.13	.37	.32	-.24	.46
11	.17	.18	.30	.20	.01	.53
12	.30	.30	.05	.08	.17	.36
13	.47	.32	.07	.08	.20	.38
14	.09	.03	.48	-.01	-.17	.27
15	.19	.39	.16	.03	.20	.32
16	-.03	.05	.55	.10	-.04	.32
17	.38	.29	.17	.04	.30	.36
18	.10	.11	.63	.10	.00	.45
19	.26	.21	.15	.48	.19	.41
20	.23	.24	.08	.03	.45	.42

(Continued)

TABLE VII
(CONTINUED)

Items #	FACTOR					Communalities
	I	II	III	IV	V	
21	.01	.00	.51	.10	.05	.40
22	.42	.27	.17	.07	.13	.33
23	.19	.12	.50	.17	-.02	.34
24	.37	.15	.07	.15	.48	.43
25	.31	.14	.21	.09	.15	.23
26	.50	.24	.16	.30	.05	.44
27	.16	.05	.51	.02	.10	.30
28	.26	.17	.12	.49	.26	.42
29	.15	-.05	.46	-.06	.18	.28
30	.42	.23	.20	.08	.13	.30
31	.09	.13	-.03	.03	.56	.34
32	.08	.03	.33	.08	.13	.14
33	.44	.14	.21	.19	.09	.31
34	.67	.15	.10	.14	.14	.53
35	.49	.21	.08	.43	.13	.50
36	.15	.21	-.01	.41	.56	.56
37	.28	.14	.16	.61	.09	.53
38	.63	.24	.09	.27	.13	.56
39	.39	.16	.32	.47	-.05	.53
40	.60	.16	.23	.34	-.03	.56

(Continued)

TABLE VII
(CONTINUED)

Eigenvalue	FACTOR				
	I	II	III	IV	V
4.04		2.91	2.83	2.22	1.91

Rotated Factor Loadings Squared = 15.36
 Total Score Variance = 38.41%
 Common Variance = 77.85%

five factors are reported here, as suggested by Guertin (1979). The five factors were labelled according to the contents of the items that loaded highest on each. These labels include: Self-fulfillment, Self-improvement, Catharsis, Social Interaction and Psychological Confidence.

The five orthogonal factors with highest loading items are included in Table VIII. Factor I, Self-fulfillment, reflects the importance of a range of fulfilling aspects of leisure activities. The importance of productivity, creativity, interpersonal capabilities, self-sufficiency, activity and decision-making in leisure become apparent in this 12 item factor.

Self-improvement, Factor II, includes aspects of leisure which play a role in the development of personal abilities and skills, as reflected in nine items. Feelings of accomplishment, understanding, recognition and growth are vital parts of this facet of leisure satisfaction.

Eleven items load on Factor III, Catharsis. These items underline a need for distraction, relaxation, "escape," "recovery," and relief in leisure. Thus, part of leisure satisfaction involves the opportunity for "getting rid of" other parts of life.

Factor IV, Social Interaction, is comprised of four items. These items include aspects of interaction such

TABLE VIII

HIGHEST FACTOR LOADINGS FOR LSI ITEMS FOLLOWING A
PRINCIPAL AXES FACTOR ANALYSIS WITH AN
ORTHOGONAL ROTATION TO VARIMAX CRITERION

Item	Loading on this Factor
Factor I <u>Self-fulfillment</u>	
12 develop my decision-making skills	.30
13 do my best	.47
17 feel productive	.38
22 develop further my interpersonal capabilities	.42
25 fulfill needs in my life that otherwise would not be met	.31
26 become fully involved in things that are meaningful to me	.50
30 feel self-sufficient	.42
33 be creative	.44
34 achieve my own high standards	.67
35 be an active person	.49
38 have a chance to feel that I have developed my own abilities	.63
40 use my "energies" in ways that are important to me	.60

TABLE VIII
(CONTINUED)

Item	Loading on this Factor
<u>Factor II Self-improvement</u>	
1 use my abilities actively	.52
2 feel like I am doing things that are meaningful to others	.45
3 have good relationships with the people who supervise them	.35
4 understand my life better	.48
5 accomplish difficult tasks	.39
6 gain recognition	.44
7 grow (develop myself) as a person	.60
8 develop self-control	.44
15 improve my life situation	.39
<u>Factor III Catharsis</u>	
9 make up for personal satisfactions that are missing in my work (or schooling)	.25
10 relax	.37
11 have time to think about things that are important to me	.30
14 "escape"	.48
16 feel free of other commitments	.55

TABLE VIII
(CONTINUED)

Item	Loading on this Factor
18 get rid of my worries	.63
21 "recover" from when I'm tired	.51
23 be free of some of the "controls" in my life	.50
27 get rid of my nervousness	.51
29 relieve my lack of energy	.46
32 have distractions from things that are on my mind	.33
Factor IV <u>Social Interaction</u>	
19 share my interests with others	.48
28 meet new people	.49
37 be comfortable with my friends	.61
39 have entertainment in my life	.47
Factor V <u>Psychological Confidence</u>	
20 have structure or guidelines for my life	.45
24 have the chance to feel responsible	.48
31 be supervised by competent people	.56
36 feel like I'm helping others	.56

as sharing interests, meeting people, being with friends and having entertainment.

Psychological Confidence, Factor V, emphasizes a need for order, structure, responsibility and supervision in leisure. Four equally loading items make-up this factor of leisure satisfaction.

Total and Subscale Scores

The Total score was obtained for each subject by summing the forty response weightings ("strongly agree" = 5; "agree" = 4; "undecided" = 3; "disagree" = 2; "strongly disagree" = 1). Accordingly, Total scores range from 40 to 200, with high scores indicating high leisure satisfaction. Subscales of the LSI are based on the five factors that emerged from the factor analysis. The response weightings for all items loading on each factor were summed in order to obtain the subscale scores. These scores range from 12 to 60 for Self-fulfillment, 9 to 45 for Self-improvement, 11 to 55 for Catharsis, 4 to 20 for Social Interaction, and 4 to 20 for Psychological Confidence, with high scores indicating high satisfaction in these components of leisure.

Total and subscale score means and standard deviations are presented in Table IX. Total and subscale score means broken down by race, sex and grade level are included in Table X. Total and subscale score means broken down by race, sex and age are included in Table XI.

TABLE IX
LSI TOTAL AND SUBSCALE SCORE MEANS
AND STANDARD DEVIATIONS

Score	\bar{x}	S.D.
<u>Total</u>	143.75	20.37
<u>Self-fulfillment</u>	45.92	7.73
<u>Self-improvement</u>	32.50	5.55
<u>Catharsis</u>	39.40	7.07
<u>Social Interaction</u>	16.18	3.07
<u>Psychological Confidence</u>	13.45	3.13

TABLE X

SUMMARIES OF MEANS FOR LSI TOTAL AND SUBSCALE SCORES
BROKENDOWN BY RACE, SEX AND GRADE LEVEL

Score	Race	N	\bar{x}	Sex	N	\bar{x}	Grade	N	\bar{x}
Total	Ethnic Min. Caucasian	266	140.43	Female	735	145.43	9	137	141.09
		1046	144.60	Male	577	141.62	10	288	143.12
							11	347	143.21
							12	540	145.11
Self- fulfillment	Ethnic Min. Caucasian	266	44.75	Female	735	46.31	9	137	45.04
		1046	46.22	Male	577	45.42	10	288	45.89
							11	347	45.57
							12	540	46.39
Self- improvement	Ethnic Min. Caucasian	266	31.72	Female	735	32.77	9	137	31.63
		1046	32.70	Male	577	32.16	10	288	32.22
							11	347	32.52
							12	540	32.86
Catharsis	Ethnic Min Caucasian	266	38.48	Female	735	39.89	9	137	39.06
		1046	39.63	Male	577	38.78	10	288	38.94
							11	347	39.31
							12	540	39.79

(Continued)

TABLE X
(CONTINUED)

Score	Race	N	\bar{x}	Sex	N	\bar{x}	Grade	N	\bar{x}
Social Interaction	Ethnic Min. Caucasian	266	15.41	Female	735	16.51	9	137	15.63
		1046	16.38	Male	577	15.76	10	288	16.27
							11	347	16.12
							12	540	16.31
Psych. Confidence	Ethnic Min. Caucasian	266	13.74	Female	735	13.68	9	137	13.38
		1046	13.38	Male	577	13.16	10	288	13.54
							11	347	13.41
							12	540	13.44

TABLE XI
SUMMARIES OF MEAN SCORES FOR LSI TOTAL AND SUBSCALE
SCORES BROKENDOWN BY RACE, SEX AND AGE

Score	Race	N	\bar{x}	Sex	N	\bar{x}	Age	N	\bar{x}
Total	Ethnic Min. Caucasian	266	140.54	Female	735	145.30	15	120	140.70
		1046	144.57	Male	577	141.78	16	207	141.88
							17	310	145.01
							18	467	145.23
Self- fulfillment	Ethnic Min Caucasian	266	44.85	Female	735	46.24	15	120	45.05
		1046	46.19	Male	577	45.51	16	207	45.68
							17	310	46.24
							18	467	46.51
Self- improvement	Ethnic Min. Caucasian	266	31.75	Female	735	32.75	15	120	31.76
		1046	32.69	Male	577	32.19	16	207	32.01
							17	310	32.75
							18	467	32.86
							19	208	32.23

(Continued)

TABLE XI
(CONTINUED)

Score	Race	N	\bar{x}	Sex	N	\bar{x}	Age	N	\bar{x}
Catharsis	Ethnic Min. Caucasian	266	38.45	Female	735	39.87	15	120	38.65
		1046	39.64	Male	577	38.80	16	207	38.40
							17	310	39.84
							18	467	39.76
Social Interaction	Ethnic Min. Caucasian	266	15.44	Female	735	16.49	15	120	15.54
		1046	16.37	Male	577	15.78	16	207	16.25
							17	310	16.34
							18	467	16.34
Psych. Confidence	Ethnic Min. Caucasian	266	13.71	Female	735	13.67	15	120	13.34
		1046	13.38	Male	577	13.16	16	207	13.20
							17	310	13.62
							18	467	13.43
							19	208	13.55

Reliability

Test-Retest Reliability

Characteristics of the resulting sample

Sixty-one students in an urban area completed the LSI a second time two weeks after the first administration. Forty-two (68.9%) of the subjects were females and nineteen (31.1%) were males. Fifteen (24.6%) of these subjects were members of ethnic minorities, while forty-six (75.4%) were Caucasian. The age range of the sample was 15 to 19 with the age mean and standard deviation being 16.84 and .93, respectively. Grade levels by age, race and sex are presented in Table XII.

Test-retest reliability coefficients

The test-retest reliabilities for all LSI items are included in Table XIII. The correlations of 19 items (47.5%) were significant at the .05 level. The correlations of all forty items ranged from $-.24$ to $.50$, with a mean of $+.16$.

Subscale reliabilities are shown in Table XIV. The reliability correlation coefficients of three of the subscales, Self-improvement, Catharsis, and Psychological Confidence, were significant at the .05 level. The correlations of the five subscales ranged from $.07$ to $.41$ with

TABLE XII

TEST-RETEST SAMPLE GROUP GRADE-LEVEL BREAKDOWNS BY
SEX, RACE AND AGE (N = 61)

Grade	Sex	Race	15	16	17	18	19	Row Total	% Total
9	Female	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	1	0	0	0	0	1	1.6
		Total	1	0	0	0	0	1	1.6
	Male	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	0	0	0	0	0	0	0.0
		Total	0	0	0	0	0	0	0.0
10	Female	Ethnic Min.	0	5	0	0	0	5	8.2
		Caucasian	0	12	3	0	0	15	24.6
		Total	0	17	3	0	0	20	32.8
	Male	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	0	9	0	0	0	9	14.8
		Total	0	9	0	0	0	9	14.8
11	Female	Ethnic Min.	0	1	3	0	0	4	6.6
		Caucasian	0	0	6	0	0	6	9.8
		Total	0	1	9	0	0	10	16.4

(Continued)

TABLE XII
(CONTINUED)

Grade	Sex	Race	15	16	Age 17	18	19	Row Total	% Total
12	Male	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	0	1	1	1	0	3	4.9
		Total	0	1	1	1	0	3	4.9
	Female	Ethnic Min.	0	0	0	3	1	4	6.6
		Caucasian	0	0	0	7	0	7	11.5
		Total	0	0	0	10	1	11	18.1
	Male	Ethnic Min.	0	0	0	2	0	2	3.3
		Caucasian	0	0	0	5	0	5	8.2
		Total	0	0	0	7	0	7	11.5
	Female	Ethnic Min.	0	6	3	3	1	13	21.3
		Total	0.0	9.8	4.9	4.9	1.6		
		Caucasian	1	12	9	7	0	29	47.6
Total % Total	Male	Ethnic Min.	0	0	0	2	0	2	3.3
		Total	0.0	0.0	0.0	3.3	0.0		
		Caucasian	1.6	19.7	14.8	11.5	0.0		

(Continued)

TABLE XII
(CONTINUED)

Grade	Sex	Race	Age				Row Total	% Total
			15	16	17	18	19	
Total % Total	Male	Caucasian	0	10	1	6	0	27.8
			0.0	16.4	1.6	9.8	0.0	
	Total		1.6	45.9	21.3	29.5	1.6	100.0

TABLE XIII
TEST-RETEST RELIABILITIES OF LSI ITEMS FOR
TWO-WEEK INTERVAL

Item #	r	Item #	r
1	.50*	21	.28*
2	.13	22	.08
3	.28*	23	.09
4	.02	24	.16
5	.33*	25	.24*
6	.29*	26	.23*
7	.08	27	.30*
8	.19	28	.26*
9	-.03	29	.17
10	.24*	30	.19
11	.19	31	.41*
12	.22*	32	-.24*
13	-.10	33	.18
14	.31*	34	.11
15	.26*	35	.03
16	.22*	36	.35*
17	-.15	37	.11
18	.32*	38	.10
19	-.10	39	.00
20	.29*	40	-.14

* $p \leq .05$

TABLE XIV
TEST-RETEST RELIABILITIES OF LSI SUBSCALES
FOR TWO-WEEK INTERVAL

Subscale	r
<u>Self-fulfillment</u>	.20
<u>Self-improvement</u>	.24*
<u>Catharsis</u>	.29*
<u>Social Interaction</u>	.07
<u>Psychological Confidence</u>	.41*

* $p \leq .05$

a mean of $+ .24$. In addition, the correlation of the total score over the two week interval was $+ .32$, which is significant at the $.05$ level.

Internal Consistency

The internal consistency of the entire instrument and the five subscales was assessed using the split-half technique, as estimated by the Spearman-Brown formula, and Cronbach's coefficient alpha. The Spearman-Brown estimates are included in Table XV, and coefficient alpha results are presented in Table XVI. Both techniques yield high coefficients, indicating that the entire LSI and its subscales are internally consistent.

Validity

Two "substudies" were conducted to assess the concurrent validity of the LSI. In addition to the LSI, one group of students completed the Leisure Satisfaction Index, while another group completed the Milwaukee Avocational Satisfaction Questionnaire. The scores of the two instruments were correlated in order to assess concurrent validity.

TABLE XV
INTERNAL CONSISTENCY COEFFICIENTS OF LSI
TOTAL AND SUBSCALES

(N = 1325)

Scale	N of Items		Spearman-Brown
	Part 1	Part 2	
<u>Total</u>	20	20	.85*
<u>Self-fulfillment</u>	6	6	.85*
<u>Self-improvement</u>	5	4	.80*
<u>Catharsis</u>	6	5	.73*
<u>Social Interaction</u>	2	2	.73*
<u>Psychological Confidence</u>	2	2	.67*

* $p \leq .05$

TABLE XVI
INTERNAL CONSISTENCY COEFFICIENTS OF LSI
TOTAL AND SUBSCALES (N = 1325)

Scale	N of Items	Alpha
<u>Total</u>	40	.92
<u>Self-fulfillment</u>	12	.87
<u>Self-Improvement</u>	9	.79
<u>Catharsis</u>	11	.77
<u>Social Interaction</u>	4	.76
<u>Psychological Confidence</u>	4	.68

Leisure Satisfaction Index

Characteristics of the resulting sample

One hundred sixteen students completed both the LSI and the Leisure Satisfaction Index. Fifty-nine (50.86%) of the students are from an urban area while fifty-seven (49.14%) are from a rural area. The mean age of this group is 17.10, with a standard deviation of .98. Table XVII provides an analysis of grade level by sex, race and age. The only limitation in terms of demographic characteristics is the absence of ninth grade students from the sample.

Validity coefficients

LSI and Leisure Satisfaction Index total and subscale means and standard deviations are included in Appendix XIII. LSI total and subscale scores and Leisure Satisfaction Index total and subscale scores were correlated using Pearson Product-Moment correlation coefficients (r) in order to assess concurrent validity. The subscale coefficients are included in Table XVIII. Only two of these intercorrelations (Psychological Confidence with Relaxation and Physiological) are not significant at the .05 level. The LSI and Leisure Satisfaction Index total scores are significantly correlated at the .05 level ($r = .64$, $df = 114$). Thus, there is a relationship between the LSI and Leisure Satisfaction Index total and subscale scores.

TABLE XVII

VALIDITY SAMPLE (LEISURE SATISFACTION INDEX)
 GRADE-LEVEL BREAKDOWN BY SEX, RACE AND AGE (N= 116)

Grade Level	Sex	Race	Age					Row Total	% Total
			-15	16	17	18	19+		
9	Female	Ethnic Min	0	0	0	0	0	0	0.0
		Caucasian	0	0	0	0	0	0	0.0
		Total	0	0	0	0	0	0	0.0
	Male	Ethnic Min	0	0	0	0	0	0	0.0
		Caucasian	0	0	0	0	0	0	0.0
		Total	0	0	0	0	0	0	0.0
10	Female	Ethnic Min	1	5	0	0	0	6	5.2
		Caucasian	1	0	1	0	0	2	1.7
		Total	2	5	1	0	0	8	6.9
	Male	Ethnic Min	0	1	2	0	0	3	2.6
		Caucasian	0	29	2	0	0	31	26.7
		Total	0	30	4	0	0	34	29.3
11	Female	Ethnic Min	0	1	3	0	0	4	3.4
		Caucasian	0	0	12	2	0	14	12.0
		Total	0	1	15	2	0	18	15.4
	Male	Ethnic Min	0	0	0	0	0	0	0.0
		Caucasian	0	2	8	2	0	12	10.3
		Total	0	2	8	2	0	12	10.3
12	Female	Ethnic Min	0	0	0	4	1	5	4.3
		Caucasian	0	0	0	24	3	27	23.2
		Total	0	0	0	28	4	32	27.5
	Male	Ethnic Min	0	0	0	2	0	2	1.7
		Caucasian	0	0	0	8	2	10	8.6
		Total	0	0	0	10	2	12	10.3

TABLE XVIII
CORRELATIONS AMONG LSI SUBSCALES AND
LEISURE SATISFACTION INDEX SUBSCALES (N = 116)

LSI Subscales	Psycho- logical	Educa- tional	Leisure Satisfaction Index Social	Relax- ation	Physio- logical	Aesthetic
<u>Self-fulfillment</u>	.61*	.54*	.39*	.27*	.32*	.35*
<u>Self-improvement</u>	.42*	.51*	.35*	.22*	.26*	.26*
<u>Catharsis</u>	.10	.27*	.26*	.46*	.15*	.22*
<u>Social Interaction</u>	.32*	.54*	.51*	.34*	.38*	.33*
<u>Psychological Confidence</u>	.19*	.35*	.35*	.02	.10	.17*

*p ≤ .05

Milwaukee Avocational Satisfaction Questionnaire

Characteristics of the resulting sample

One hundred ten students completed both the LSI and the Milwaukee Avocational Satisfaction Questionnaire. Fifty-eight (52.73%) of the students are from an urban area while fifty-two (47.27%) are from a rural area. The mean age of this group is 17.07, with a standard deviation of .98. An analysis of grade level by sex, race and age for this sample is provided in Table XIX. The sample is well distributed in terms of these demographic characteristics except for the lack of ninth grade subjects.

Validity coefficient

For this sample, the LSI total score mean was 147.35, with a standard deviation of 17.26; the Milwaukee Avocational Satisfaction Questionnaire total score mean was 76.51, with a standard deviation of 11.47. These two scores were correlated significantly at the .05 level ($r = .39$, $df = 108$). Thus, there is a relationship between the total scores on these two leisure satisfaction instruments.

Total and Subscale Score Analyses

Two series of factorial analyses of variance were calculated for the LSI total and five subscale scores, one on the bases of race, sex and grade level, and the

TABLE XIX

VALIDITY SAMPLE (MILWAUKEE AVOCATIONAL SATISFACTION
QUESTIONNAIRE) GRADE-LEVEL BREAKDOWNS BY SEX,
RACE AND AGE OF VALIDITY (N = 110)

Grade Level	Sex	Race	Age					Row Total	% Total
			-15	16	17	18	19+		
9	Female	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	1	0	0	0	0	1	0.9
		Total	1	0	0	0	0	1	0.9
	Male	Ethnic Min.	0	0	0	0	0	0	0.0
		Caucasian	0	0	0	0	0	0	0.0
		Total	0	0	0	0	0	0	0.0
10	Female	Ethnic Min.	0	4	0	0	0	4	3.6
		Caucasian	0	20	2	0	0	22	20.0
		Total	0	24	2	0	0	26	23.6
	Male	Ethnic Min.	0	1	0	0	0	1	0.9
		Caucasian	0	14	1	0	0	15	13.7
		Total	0	15	1	0	0	16	14.6
11	Female	Ethnic Min.	0	0	4	0	0	4	3.6
		Caucasian	0	0	9	4	0	13	11.8
		Total	0	0	13	4	0	17	15.4
	Male	Ethnic Min.	0	0	1	2	0	3	2.7
		Caucasian	0	0	10	3	0	13	11.8
		Total	0	0	11	5	0	16	14.5
12	Female	Ethnic Min.	0	0	0	5	0	5	4.6
		Caucasian	0	0	0	14	2	16	14.6
		Total	0	0	0	19	2	21	19.2
	Male	Ethnic Min.	0	0	0	3	3	6	5.5
		Caucasian	0	0	0	7	0	7	6.4
		Total	0	0	0	10	3	13	11.9

other on the bases of race, sex and age. The variables of grade level and age were separated for these analyses since they overlap, and would produce empty cells in the analysis of variance.

Total and subscale scores by race, sex and grade level

A series of factorial analyses of variance were calculated for the LSI total and five subscale scores in order to determine if differences existed in these scores for students on the bases of race, sex and grade level. No significant interactions among these variables were found at the .05 level. Thus, main effects were examined. Summaries of the analyses of variance included in Table XX. There are significant differences ($p \leq .05$) for the Total, Self-fulfillment, Self-improvement, Catharsis and Social Interaction scales by race and by sex. Additionally, there is a significant difference by sex for the Psychological Confidence scale.

When the mean scores are inspected (Table X), it becomes apparent that scores for ethnic minority students are lower than for Caucasian students and those for males are lower than those for females. Thus ethnic minority and male high school students are significantly less satisfied with leisure as a whole, and in terms of Self-fulfillment, Self-improvement, Catharsis and Social Interaction, than are Caucasian and female students. In addition, male

TABLE XX
SUMMARIES OF ANALYSES OF VARIANCE FOR LSI TOTAL
AND SUBSCALE SCORES BY RACE, SEX AND GRADE LEVEL

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Total</u>					
	Race	3665.14	1	3665.14	8.88*
	Sex	4599.82	1	4599.82	11.15*
	Grade	2152.39	3	717.46	1.74
	Race x Sex	1.79	1	1.79	0.00
	Race x Grade	1629.87	3	543.29	1.32
	Sex x Grade	1893.37	3	631.12	1.53
	Race x Sex x Grade	1891.01	3	630.134	1.53
	Residual	534650.81	1296	412.54	
<u>Self-Fulfillment</u>					
	Race	454.89	1	454.89	7.59*
	Sex	251.34	1	251.34	4.20*
	Grade	265.32	3	88.44	1.48
	Race x Sex	1.71	1	1.71	0.03
	Race x Grade	106.70	3	35.57	0.59
	Sex x Grade	378.62	3	126.21	2.11
	Race x Sex x Grade	126.16	3	42.05	0.70
	Residual	77639.25	1296	59.91	

(Continued)

TABLE XX
(CONTINUED)

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Self- Improvement</u>	Race	200.03	1	200.03	6.50
	Sex	119.00	1	119.00	3.87*
	Grade	196.62	3	65.54	2.13
	Race x Sex	0.38	1	0.38	0.01
	Race x Grade	237.59	3	79.20	2.57
	Sex x Grade	46.98	3	15.66	0.51
	Race x Sex x Grade	206.39	3	68.80	2.24
	Residual	39897.32	1296	30.78	
<u>Catharsis</u>	Race	281.86	1	281.86	5.65
	Sex	386.96	1	386.86	7.74*
	Grade	160.24	3	53.41	1.07
	Race x Sex	2.49	1	2.49	0.15
	Race x Grade	217.68	3	72.56	1.45
	Sex x Grade	128.92	3	42.97	0.86
	Race x Sex x Grade	292.38	3	97.46	1.95
	Residual	64786.01	1296	49.99	

(Continued)

TABLE XX
(CONTINUED)

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Social Interaction</u>	Race	198.98	1	198.98	21.50*
	Sex	177.46	1	177.46	19.18*
	Grade	53.35	3	17.78	1.92
	Race x Sex	0.12	1	0.12	0.01
	Race x Grade	5.65	3	1.88	0.20
	Sex x Grade	27.33	3	9.11	0.98
	Race x Sex x Grade	20.30	3	6.77	0.73
	Residual	11994.06	1296	9.26	
<u>Psychological Confidence</u>	Race	27.69	1	27.69	2.81
	Sex	83.33	1	83.33	8.46*
	Grade	3.14	3	1.05	0.11
	Race x Sex	10.21	1	10.21	1.04
	Race x Grade	24.69	3	8.23	0.84
	Sex x Grade	27.13	3	9.04	0.92
	Race x Sex x Grade	23.50	3	7.84	0.80
	Residual	12762.07	1296	9.85	

* $p < .05$

students are significantly less satisfied with the Psychological Confidence aspects of leisure than are female students.

Total and subscale scores by race, sex and age group

A second series of factorial analyses of variance were computed in order to determine if there were differences in the LSI total and five subscale scores on the bases of race, sex and age of students. A significant three-way interaction (race by sex by age) was found on the Self-improvement scale ($F = 2.68$, $df = 41,292$, $p \leq .05$). A summary of the analyses of variance is included in Table XXI.

In order to clarify the significant three-way interaction, simple simple effects were computed controlling for race and sex (Table XXII), age and sex (Table XXIII), and age and race (Table XXIV). When these are examined, two significant differences emerged. There is a significant difference on Self-improvement scores for fifteen year old males by race and for fifteen year old ethnic minority students by sex.

Summaries of cell means for simple simple effects controlling for race and sex, age and sex, and age and race are included in Tables XXV, XXVI, and XXVII. When the mean scores are inspected, it is apparent that ethnic minority, fifteen year old male students are significantly less satisfied with the Self-improvement aspects of leisure (Tables XXVI and XXVII).

TABLE XXI

SUMMARIES OF ANALYSES OF VARIANCE FOR LSI TOTAL
AND SUBSCALE SCORES BY RACE, SEX AND AGE

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Total</u>					
	Race	3371.33	1	3371.33	8.17*
	Sex	3914.32	1	3914.32	9.49*
	Age	3871.13	4	967.78	2.35*
	Race x Sex	4.53	1	4.53	0.01
	Race x Age	1591.01	4	397.75	0.96
	Sex x Age	2099.64	4	524.91	1.27
	Race x Sex x Age	1604.83	4	401.21	0.97
	Residual	533018.63	1292	412.55	
<u>Self- fulfillment</u>					
	Race	377.23	1	377.23	6.30*
	Sex	169.87	1	169.87	2.87
	Age	524.41	4	131.10	2.19
	Race x Sex	0.19	1	0.19	0.00
	Race x Age	192.04	4	48.01	0.81
	Sex x Age	361.29	4	90.32	1.51
	Race x Sex x Age	129.84	4	32.46	0.54
	Residual	77313.63	1292	59.84	

(Continued)

TABLE XXI
(CONTINUED)

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Self- Improvement</u>	Race	292.74	1	292.74	5.87*
	Sex	361.57	1	361.57	7.25*
	Age	394.14	4	98.53	1.98
	Race x Sex	0.10	1	0.10	0.00
	Race x Age	181.93	4	45.48	1.48
	Sex x Age	93.30	4	23.32	0.76
	Race x Sex x Age	329.69	4	82.42	2.68*
	Residual	64397.19	1292	49.84	
<u>Catharsis</u>	Race	292.74	1	292.74	5.87*
	Sex	361.57	1	361.57	7.25*
	Age	364.14	4	98.53	1.98
	Race x Sex	1.81	1	1.81	0.04
	Race x Age	310.72	4	77.68	1.56
	Sex x Age	196.03	4	49.01	0.98
	Race x Sex x Age	284.86	4	71.21	1.43
	Residual	64397.19	1292	49.84	

(Continued)

TABLE XXI
(CONTINUED)

Score	Source	Sum of Squares	DF	Mean Square	F
<u>Social Interaction</u>	Race	179.72	1	179.72	19.43*
	Sex	157.65	1	157.65	17.04*
	Age	86.21	4	21.55	2.33*
	Race x Sex	0.00	1	0.00	0.00
	Race x Age	10.71	4	2.68	0.29
	Sex x Age	42.77	4	10.69	1.16
	Race x Sex x Age Residual	8.95 11952.82	4 1292	2.24 9.25	0.24
<u>Psychological</u>	Race	22.41	1	22.41	2.28
	Sex	82.30	1	82.30	8.36*
	Age	24.64	4	6.16	0.63
	Race x Sex	21.81	1	21.81	2.22
	Race x Age	36.02	4	9.00	0.92
	Sex x Age	26.63	4	6.66	0.68
	Race x Sex x Age Residual	33.81 12717.15	4 1292	8.45 9.84	0.86

* $p \leq .05$

TABLE XXII
SUMMARIES OF SIMPLE EFFECTS AS FOLLOW-UP
TO 3-WAY INTERACTION FOR SELF-IMPROVEMENT SCALE,
CONTROLLING FOR RACE AND SEX

Race	Sex	N	Source	Sum of Squares	DF	Mean Square	F
Ethnic Min.	Female	161	Age Residual	87.16 39765.50	4 1292	21.79 30.78	.71
Ethnic Min.	Male	103	Age Residual	351.76 39765.50	4 1292	87.97 30.78	2.86
Caucasian	Female	571	Age Residual	260.70 39765.50	4 1292	65.18 30.78	2.12
Caucasian	Male	474	Age Residual	117.00 39765.50	4 1292	29.25 30.78	.95

TABLE XXIII

SUMMARIES OF SIMPLE EFFECTS AS FOLLOW-UP TO 3-WAY
INTERACTION FOR SELF-IMPROVEMENT SCALE,
CONTROLLING FOR AGE AND SEX

Age	Sex	N	Source	Sum of Squares	DF	Mean Square	F
15	Female	79	Race	8.34	1	8.34	.27
			Residual	39765.50	1292	30.78	
15	Male	41	Race	422.31	1	422.31	13.72*
			Residual	39765.50	1292	30.78	
16	Female	122	Race	5.45	1	5.45	.18
			Residual	39765.50	1292	30.78	
16	Male	92	Race	1.25	1	1.25	.04
			Residual	39765.50	1292	30.78	
17	Female	197	Race	37.81	1	37.81	1.23
			Residual	39765.50	1292	30.78	
17	Male	115	Race	10.72	1	10.72	.35
			Residual	39765.50	1292	30.78	

(Continued)

TABLE XXIII
(CONTINUED)

Age	Sex	N	Source	Sum of Squares	DF	Mean Square	F
18	Female	249	Race Residual	36.67 39765.50	1 1292	36.67 30.78	1.19
18	Male	219	Race Residual	89.02 39765.50	1 1292	89.02 30.78	2.89
19	Female	91	Race Residual	81.28 39765.50	1 1292	81.28 30.78	2.64
19	Male	117	Race Residual	4.36 39765.50	1 1292	4.36 30.78	.14

*p \leq .05

TABLE XXIV
SUMMARIES OF SIMPLE SIMPLE EFFECTS AS FOLLOW-UP TO 3-WAY
INTERACTION FOR SELF-IMPROVEMENT SCALE, CONTROLLING FOR AGE AND RACE

Age	Race	N	Source	Sums of Squares	DF	Mean Square	F
15	Ethnic Min.	24	Sex Residual	143.52 39765.50	1 1292	143.52 30.78	4.66*
15	Caucasian	96	Sex Residual	95.73 39765.50	1 1292	95.73 30.78	3.11
16	Ethnic Min.	25	Sex Residual	.29 39765.50	1 1292	.29 30.78	.01
16	Caucasian	182	Sex Residual	.30 39765.50	1 1292	.30 30.78	.01
17	Ethnic Min.	65	Sex Residual	7.01 39765.50	1 1292	7.01 30.78	.23
17	Caucasian	245	Sex Residual	75.16 39765.50	1 1292	75.16 30.78	2.44

(Continued)

TABLE XXIV
(CONTINUED)

Age	Race	N	Source	Sums of Squares	DF	Mean Square	F
18	Ethnic Min.	91	Sex Residual	54.74 39765.50	1 1292	54.74 30.78	1.78
18	Caucasian	376	Sex Residual	84.51 39765.50	1 1292	84.51 30.78	2.75
19	Ethnic Min.	61	Sex Residual	33.01 39765.50	1 1292	33.01 30.78	1.07
19	Caucasian	147	Sex Residual	24.01 39765.50	1 1292	24.01 30.78	.78

* $p \leq .05$

TABLE XXV
SUMMARIES OF CELL MEANS FOR SIMPLE EFFECTS,
CONTROLLING FOR RACE AND SEX

Race	Sex	Age	N	\bar{X}
Ethnic Min.	Female	15	16	30.94
		16	18	32.67
		17	44	32.25
		18	55	32.64
		19	28	30.86
Ethnic Min.	Male	15	8	25.75
		16	7	32.43
		17	21	32.96
		18	34	31.86
		19	33	32.34
Caucasian	Female	15	63	31.75
		16	101	32.07
		17	152	33.31
		18	192	33.57
		19	63	32.91
Caucasian	Male	15	33	33.85
		16	81	31.99
		17	93	32.16
		18	184	32.61
		19	83	31.90

TABLE XXVI
SUMMARIES OF CELL MEANS FOR SIMPLE SIMPLE EFFECTS,
CONTROLLING FOR AGE AND SEX

Age	Sex	Race	N	\bar{X}
15	Female	Ethnic Minority	16	30.94
		Caucasian	63	31.74
15	Male	Ethnic Minority	8	25.75
		Caucasian	33	33.85
16	Female	Ethnic Minority	18	32.67
		Caucasian	101	32.07
16	Male	Ethnic Minority	7	32.43
		Caucasian	81	31.98
17	Female	Ethnic Minority	44	32.25
		Caucasian	152	33.31
17	Male	Ethnic Minority	21	32.96
		Caucasian	93	32.16
18	Female	Ethnic Minority	55	32.64
		Caucasian	192	33.57
18	Male	Ethnic Minority	34	30.85
		Caucasian	184	32.61
19	Female	Ethnic Minority	28	30.85
		Caucasian	63	32.90
19	Male	Ethnic Minority	33	32.34
		Caucasian	83	31.91

TABLE XXVII
SUMMARIES OF CELL MEANS FOR SIMPLE EFFECTS,
CONTROLLING FOR AGE AND RACE

Age	Race	Sex	N	\bar{X}
15	Ethnic Minority	Female	16	30.94
		Male	8	25.75
15	Caucasian	Female	63	31.75
		Male	33	33.85
16	Ethnic Minority	Female	18	32.67
		Male	7	32.43
16	Caucasian	Female	101	32.07
		Male	81	31.98
17	Ethnic Minority	Female	44	32.25
		Male	21	32.96
17	Caucasian	Female	152	33.30
		Male	93	32.16
18	Ethnic Minority	Female	57	32.46
		Male	34	30.86
18	Caucasian	Female	192	33.56
		Male	184	32.62
19	Ethnic Minority	Female	28	30.86
		Male	33	32.34
19	Caucasian	Female	64	32.72
		Male	83	31.91

The main effects for race and sex remain the same as for the first series of analyses of variance. A significant main effect is found for age for the Total and Social Interaction scores. For leisure as a whole (Total score) and the Social Interaction component, as students get older, satisfaction increases to a peak at age eighteen. There is a significant increase in satisfaction from age fifteen to age eighteen for leisure in general, as indicated by post hoc analyses ($HSD = 4.52$) and to age seventeen and eighteen for Social Interaction components ($HSD = .73$). In addition, while it is not statistically significant, there is a drop in satisfaction for students who are nineteen years and over.

CHAPTER V

DISCUSSION

The purpose of this study was to develop and field test an instrument to assess leisure satisfaction among high school students. To fulfill this purpose, the Leisure Satisfaction Inventory was developed on the basis of a conceptual outline of leisure satisfaction. After the completion of a pilot study, the instrument was refined. In order to field test the LSI, questionnaires were administered to classes of high school students in six counties in Florida. The sample was comprised of one thousand three hundred twenty-five subjects for the data analyses. Five factors of leisure satisfaction emerged from the instrument. The LSI also demonstrated that it was a reliable and valid measure of leisure satisfaction. In addition, several significant differences in total and subscale scores among students became evident.

The remainder of this chapter consists of a discussion of the results of the data analyses reported in Chapter IV. This discussion includes the following sections:

- 1) limitations, 2) discussion, 3) implications, 4) recommendations, and 5) conclusions.

Limitations

In reviewing the results of this study, certain limitations in regard to generalizability should be kept in mind. One limitation relates to the representativeness of the sample. The generalizability of the findings may be somewhat restricted because of the characteristics of the sample, as presented in Chapter IV. Since random sampling was not practical, the LSI was administered to classes of volunteer students by school counselors willing to participate in the study. This sampling procedure resulted in a sample which is unevenly distributed by grade level to the extent that 10.34% are in grade 9 and 41.67% are in grade 12.

The representativeness of the three "subsamples" participating in the reliability and validity studies must also be considered. Again, the representativeness of these samples is limited by an imbalance by grade level, due to a lack of ninth graders.

In spite of the uneven distributions by grade levels, the severity of these limitations on the generalizability is minimized, in part, by the descriptive and exploratory nature of the study. In addition, there is a sufficiently large number of subjects in each grade level to allow comparisons in responses to be made with confidence on the basis of grade.

Another limitation on the generalizability of the findings is the use of volunteers is the likelihood that

they differ from nonvolunteers, thus compromising the generalizability of the results. However, the severity of this limitation is lessened due to both the descriptive nature of the study and the large number of subjects.

The data of this study were collected during the spring. Students thus completed the LSI at a time that was close to a vacation period. This is a factor that may have had an effect on the findings. The item means are high and may have been elevated due to the time of year students completed the LSI. Students may have experienced greater leisure satisfaction as the school year drew to a close. Thus, the level of satisfaction indicated may have been higher than normal.

Discussion

Factors of Leisure Satisfaction

The forty items of the LSI were developed from a conceptual outline of leisure satisfaction based on two major satisfier categories: intrinsic and extrinsic. The results of the factor analysis conflict with the assumption of these two broad categories of leisure satisfaction. The factor analysis produced five more specific categories including Self-fulfillment, Self-improvement, Catharsis, Social Interaction and Psychological Confidence. When items loading on these factors are examined, it becomes clear that Self-fulfillment,

Self-improvement and Catharsis consist primarily of items from the "intrinsic satisfier" category of the conceptual outline. On the other hand, Social Interaction and Psychological Confidence are made up of items generated from the "extrinsic satisfier" category. As a result, these five factors reflect more specific and unique aspects of intrinsic and extrinsic leisure satisfaction. Thus while the conceptual basis of the study was not fully supported, neither was it totally refuted.

The five factors of the LSI were used as the basis for subscales. Subscale scores were computed by summing the response weightings of the items loading highest on the factor. The use of five subscales, instead of two (intrinsic and extrinsic), does not invalidate the instrument because of the fact that three of the five subscales emerged primarily from the "intrinsic satisfier" category of the conceptual outline, and that two of the subscales emerged from the "extrinsic satisfier" category. Also, persons who would like to have intrinsic and extrinsic subscales could sum the Self-fulfillment, Self-improvement and Catharsis subscales for intrinsic, and sum the Social Interaction and Psychological Confidence subscales for extrinsic. These subscales were not summed to obtain two subscales in this study, but rather the data analyses were completed using the five subscales which reflected the factor structure of the LSI.

Reliability

The reliabilities of the total LSI and the five subscales were assessed for stability and internal consistency. The results of the test-retest study indicated that the total LSI score, three of the subscale scores, Self-improvement, Catharsis, and Psychological Confidence, and nineteen of the items were stable over a two week period. These results may be related to the conditions surrounding the two administrations of the LSI. The first administration occurred five days before these students were to be out of school for a week on "spring break." The day they returned to school, the second administration took place. Thus, under these circumstances, the leisure satisfaction components, Self-fulfillment and Social Interaction may not have remained constant for the students.

As indicated by the results of the test-retest analysis, the leisure satisfaction components involving personal development, "escape" from other aspects of life and the need for structure, guidelines and supervision, remained stable over a two week period. In spite of the influence of situational variables, these three factors of leisure satisfaction remained stable. On the other hand, the fulfillment and social interaction components did not remain stable, being more susceptible to the effects of the varying circumstances surrounding the administrations

of the instrument. These findings emphasize the role that situational variables may play in leisure satisfaction.

The internal consistency of the LSI and its five subscales was assessed using both the split-half technique, corrected by the Spearman-Brown formula, and coefficient alpha. Both methods yielded high reliability coefficients for the entire instrument and the subscales. Thus, the items of the LSI and its five subscales are internally consistent.

Validity

The results of this study demonstrated that the LSI and its subscales, in general, are valid. Content validity is implicit in the procedures followed in developing the instrument; specifically, generating items from the conceptual outline of leisure satisfaction and then refining them according to the results of the pilot study. Thus, the LSI items reflect the initial objectives of the instrument and possess content validity.

Concurrent validity was assessed in two "substudies." The LSI total score correlated significantly with the Milwaukee Avocational Satisfaction Questionnaire total score and the LSI total and subscale scores correlated significantly with the Leisure Satisfaction Index total and subscale scores. Accordingly, the LSI capability to discriminate among individuals with varying levels

of leisure satisfaction parallels those of the Milwaukee Avocational Satisfaction Questionnaire and the Leisure Satisfaction Index. Thus the LSI possesses concurrent validity.

The construct validity of the LSI was demonstrated through the factor analysis of the instrument. These results justified the existence of five components of leisure satisfaction, Self-fulfillment, Self-improvement, Catharsis, Social Interaction, and Psychological Confidence. These factors emerged from the two broad satisfaction categories (intrinsic and extrinsic) from which the LSI items were generated. Thus the LSI has strong construct validity.

Score analyses

The LSI total and subscale scores were subjected to a series of factorial analyses of variance in order to determine if significant differences existed on the bases of students' sex, race, age or grade level. The results of these analyses indicated that male, ethnic minority and younger students are significantly less satisfied with leisure in general, as well as its specific components.

Significant differences by race exist for the Total, Self-fulfillment, Self-improvement, Catharsis and Social Interaction subscales. Ethnic minority students are apparently less satisfied with leisure than are Caucasian

students. Ethnic minority students are thus less satisfied with the fulfillment, personal development, "escape," and social interaction aspects of their leisure activities.

The finding that ethnic minority students are less satisfied in leisure may be the result of several factors. The majority of these students are at a socio-economic, and often psychological, disadvantage. As a result, a lack of opportunities may exist for these students to participate in fulfilling leisure activities. Depressed living conditions may add to the lack of satisfaction by not providing any means of physical and mental "escape." Social interaction desires may be frustrated as the result of little money to finance activities and by a lack of acceptance by other students. Thus, ethnic minority students must often deal with a special set of obstacles to leisure satisfaction.

Differences in the Total and all five subscale scores were found by sex. Significantly less satisfaction with all facets of leisure characterize male high school students. There are several possible explanations for this finding. Male high school students are typically less mature psychologically and socially than are female students. Accordingly, male students tend to be more restless and dissatisfied in general, exhibiting more "testing" behavior than females. This is often evident in male

students' behaviors in school and may carry over to leisure behavior.

There is a significant increase in satisfaction from age fifteen to seventeen and eighteen for leisure in general as well as the Social Interaction component. From this finding it appears that leisure satisfaction is an integral part of maturing for young adults. As high school students grow and develop personal, social and intellectual skills, their leisure satisfaction increases. Accordingly, a developmental approach should be taken to leisure satisfaction since it is apparently a part of the normal growth and development of adolescents.

Another important trend, although it did not reach statistical significance, was a drop in leisure satisfaction for students who are nineteen years old and over. These students probably had been retained in school and were older than their peers. They may not be comfortable in this situation and it may be that the dissatisfaction resulting from school adjustment problems may have a bearing on leisure satisfaction. These students often lose associations with young adults their own age. In addition, they are often not employed or involved in activities that are appropriate for their age. As a result, older students feel isolated and often have a negative view of themselves. These negative feelings and experiences carry over to leisure as well.

A significant three-way interaction was found indicating that fifteen year old male students are less satisfied with the Self-improvement aspects of leisure. This finding follows from the previous results. Fifteen year old males are generally mature psychologically and socially, and are only beginning to develop skills in these areas. The young adolescent male may not be satisfied with his personal development in general, and this dissatisfaction may permeate his leisure activities.

Because of the descriptive nature of this study, no definitive explanations can be given for the differences in leisure satisfaction due to students' ages, sex and race. However, these findings are in agreement with the "common sense" view that young, male, ethnic minority students would be less satisfied in their leisure pursuits. Likewise, it makes sense that "older" (nineteen years old and above) students, who have been retained in school, would show a decrease in leisure satisfaction. Thus, these findings give more weight to the validity of the LSI, since the information obtained through its use concur with a "common sense," developmental view of satisfaction in leisure.

Implications

The development and field testing of the LSI help to fill the void in leisure counseling reflected by the small number of instruments available for use in leisure

assessment. In developing the LSI, the results of this investigation have also provided useful information in the areas of counseling theory, training, research, and practice.

The findings of this study neither support nor refute any particular leisure counseling theory, since no established theories exist. However, these results shed light on some important considerations for the formulation of a leisure counseling theory. Such a theory would need to take into account the variables of sex, race and age in order to assure that all meaningful factors of leisure satisfaction are considered. The results also suggest that a leisure counseling theory should be developmental in nature. In terms of satisfaction, the five factors that emerged from the LSI have helped to clarify the dynamics of leisure satisfaction and add to the current body of leisure counseling "theory" literature.

Counselor preparation programs have more information and another resource available as a result of the development of the LSI. The information obtained from this study may assist in training counselors in leisure counseling techniques. With the utilization of these findings, and the the LSI as a reliable and valid measure, counselors can be trained to assess clients' leisure satisfaction, or lack of it. This training should include experiences dealing with the assessment of leisure satisfaction,

through the use of the LSI and other assessment instruments as counseling tools. Trainees need to be instructed how to use these instruments with groups or individuals who appear to be experiencing satisfaction problems in leisure. In addition, they should learn that they can be administered as screening or exploratory devices, to determine the need for leisure counseling, as stimuli to the discussion of leisure problems, or as assessments of satisfaction levels in leisure in general and its specific components. Thus, the LSI and other assessment procedures can play many roles in the leisure counseling process, and counselors in training must be instructed how to use them properly.

With information provided from the results of this study, counselors can be trained to focus on major personal variables in the leisure counseling process. Counselors should become more aware of, and sensitized to, the needs of clients, depending on their ages, sex or race. They can be trained to focus on these major personal variables in the leisure counseling process. The results of this study emphasize the need for counselors to be aware of individual differences influencing leisure satisfaction. With such an awareness, counselors can learn to discriminate among clients with varying levels of satisfaction in leisure and can learn to develop more effective leisure counseling programs.

In counseling practice, the LSI can be used to facilitate discussion of satisfaction problem areas. The LSI profile of scores can be used to identify problem areas and aid in the discussion and exploration of those areas since low scores indicate low satisfaction. Depending on clients profiles, the counselor can focus on either dissatisfaction with leisure in general, as reflected by a low Total score, or on specific areas of leisure, as reflected in low subscale scores. Accordingly, the LSI can facilitate the identification of problem areas for both the client and counselor, and can aid in the exploration of these areas as well.

Use of the LSI, in conjunction with other leisure assessment instruments, could also facilitate the identification of leisure activities that can provide satisfaction to the client. When specific areas of low leisure satisfaction are identified through the use of LSI subscale scores, specific activities can be discussed with the client that can provide the needed satisfaction components. It would be possible to use leisure interest and attitude inventories in conjunction with the LSI, in order to match activities with specific client need areas.

The LSI can also be utilized for needs assessments to provide information for leisure counseling program development for a variety of client populations. Survey results using the LSI could be used to justify the need for leisure

counseling services. The need for specific counseling activities could also be determined using these results. Finally, the instrument can also be used to evaluate ongoing leisure counseling programs and assist in judging the effectiveness of particular leisure counseling activities. Thus, the LSI can play an instrumental role in the development and evaluation of leisure counseling services.

The findings of this study also have implications for counseling research. The importance of students' ages, race and sex as factors of leisure emerged from this study, and further explanations of these findings are needed. The need for research on the relationships of various personal and situational characteristics to the specific factors of leisure satisfaction has become apparent through these findings. It is important to replicate this study with high school students, to determine if these variables (age, race and sex) continue to emerge as significant factors of leisure satisfaction. Additional variables need to be studied in relation to leisure satisfaction, such as the availability of economic resources, opportunities for participation in fulfilling activities, acceptance by peers, opportunities for physical and mental "escape," and the availability of leisure time and activities.

In addition, other populations must be studied. Research in leisure satisfaction has been limited to handicapped individuals, college students, and in this

study, secondary school students. Other groups should be studied, such as older persons, children, juvenile delinquents, drug abusers, and mental patients, so that information could be available for the prevention of problems in leisure and for the development of leisure counseling programs and techniques.

Recommendations

There is a need for a substantive theory of leisure. A developmental approach would be appropriate according to the findings of this study. Various leisure "theories" have adopted the constructs of existing personality/psychological theories and these approaches have not been adequate. This inadequacy is reflected in the results of this study. The intrinsic/extrinsic satisfaction model evolved from job satisfaction theory and was found to not be an appropriate theoretical approach to leisure. Thus, a theory of leisure needs to be constructed based on findings of studies of leisure and its components.

While this study has added to the body of knowledge related to leisure counseling, and more specifically to leisure satisfaction, further investigation must be pursued in this area. Only through thorough investigation of the relationships among personal variables and the facets of leisure satisfaction, may a comprehensive theory of leisure satisfaction be developed. Thus, further

research must be conducted including such variables as personality characteristics, values, needs, and attitudes, as well as other demographic characteristics.

The results of this study suggest that there is considerable room for improvement in leisure satisfaction among high school students. School counselors, and others working with adolescents, should become involved in doing leisure counseling and it should become an integral part of counseling and guidance programs.

Counselors need to be trained to assess problems in leisure and to assist clients effectively in their pursuit of leisure satisfaction. Through coursework and inservice training, counselors need to become aware of the availability of the LSI and other assessment instruments for their use with groups and individuals, their purposes and specific uses in counseling. Thus, counselor training programs must include leisure counseling as an integral component of training, and must provide coursework and experiences including specific information and techniques.

Counselors also need to become aware of the special client populations who have problems with various factors of leisure satisfaction. For example, counselors need to understand that young ethnic minority males have particular problems with the social interaction aspects of leisure satisfaction. Thus counselors must become sensitive to

individual differences and their relationships with leisure behavior and satisfaction.

In counseling practice, the LSI and other assessment instruments should be used with groups or individuals who are having difficulties with satisfaction in leisure. These instruments should be used as exploratory tools with clients in order to identify specific problem areas and to facilitate discussion of leisure needs. With this information, programs can be structured to meet specific needs and clients can be assisted to become involved in activities that are likely to enhance their satisfaction in leisure.

Several recommendations for research are also evident. The LSI should be administered to groups of high school students in conjunction with personality, value, needs and attitude scales, in order to establish relationships among these variables and leisure satisfaction. Various subgroups should be studied, such as juvenile delinquents and drug abusers, to determine if leisure satisfaction is related to their problems in functioning. The LSI should also be administered to other populations, such as older persons, in order to assess its appropriateness for these populations, and to examine any differences or relationships which may exist in factors of leisure satisfaction. The findings of these research efforts would add to the

current body of leisure counseling "theory," provide counselors with additional information to use in the leisure counseling process, and aid in the development of leisure counseling techniques and programs.

Conclusions

The LSI serves the purpose for which it was developed; it is a reliable and valid instrument for assessing leisure satisfaction among secondary students. It measures overall leisure satisfaction and five specific components, including Self-fulfillment, Self-improvement, Catharsis, Social Interaction, and Psychological Confidence. The LSI Total and five subscale scores discriminate among students on the basis of sex, race and age. It is thus a useful instrument for use with high school students and adds significantly to the growing pool of resources available to leisure counselors.

The LSI is appropriate for either group or individual administration and takes approximately fifteen minutes to complete. Students seemed to enjoy completing the questionnaire and were quite willing to discuss leisure and its satisfying (and dissatisfying) components afterward. The instrument can thus be used as a group counseling activity, to stimulate an exploration of leisure satisfaction for a class or group as a whole, or as an assessment procedure with an individual client experiencing leisure satisfaction problems.

The LSI can also be used for the screening of clients for leisure counseling services. It can help clients increase their self-understanding and help counselors become more aware of the clients' needs. In addition, the LSI can be used to facilitate discussion of leisure problem areas, and as an evaluation procedure for leisure counseling programs. Thus, the LSI is a reliable, valid, and versatile leisure counseling tool.

APPENDIX I
CONCEPTUAL OUTLINE OF LEISURE SATISFACTION

- I. Intrinsic satisfiers (Drummond, McIntire and Skaggs, 1977; Herzberg, Mausner and Snyderman, 1959; Locke, 1975; Strauss, 1976)
 - A. Self-expression (Centers and Bugenthal, 1970)
 - 1. ability utilization (Pallone, Hurley and Rickard, 1971)
 - a. active and valuable role in productive process (Pallone et al., 1971)
 - b. Emphasis on what the activity does for the individual (Parker, 1972)
 - (1) receive training and experience that aids personal growth (Friedlander, 1963)
 - (2) thinking, analyzing, reflection (Neulinger, 1974)
 - 2. put something of self into project (Parker, 1972)
 - B. Creativity (McKechnie, 1974)
 - 1. put something of self into project

2. sense of pleasure in act of creation itself
(Parker, 1972)
- C. Automomy (Pallone et al., 1971)
1. feeling of freedom to make decisions
(Parker, 1972)
 2. independence of authority (Parker, 1972)
 - a. feeling of being in charge (Parker, 1972)
 - b. self-control (McKechnie, 1974)
- D. Achievement (Pallone et al., 1971)
1. high standards (Neulinger, 1974)
 2. tackle difficult tasks (Neulinger, 1974)
 3. develop abilities (Neulinger, 1974)
- E. Catharsis (Witt and Bishop, 1970)
1. purging emotion (Witt and Bishop, 1970)
 - a. tension (Witt and Bishop, 1970)
 - b. anxiety (Witt and Bishop, 1970)
 2. high-energy consuming activity (Witt and Bishop, 1970)
 3. relaxing activity (Witt and Bishop, 1970)
- F. Relaxation (Witt and Bishop, 1970)
1. restoration (Witt and Bishop, 1970)
 - a. when fatigued (Witt and Bishop, 1970)
 - b. after intensive involvement or preoccupation (Witt and Bishop, 1970)
 2. diversion (Witt and Bishop, 1970)
 - a. after involved in activity not necessarily fatiguing (Witt and Bishop, 1970)

- b. no time for escape (Witt and Bishop, 1970)
- G. Compensation (Neulinger, 1974; Shepard, 1974; Witt and Bishop, 1970)
 - 1. make up for deficit in life in general (Shepard, 1974)
 - 2. make up for deficit in work (Shepard, 1974)
- H. Activity (Neulinger, 1974; Pallone et al., 1971)
 - 1. relaxation (Neulinger, 1974)
 - 2. amusement (Neulinger, 1974)
 - 3. relieve feelings of listlessness (Neulinger, 1974)
- II. Extrinsic satisfiers (Drummond et al., 1977 Locke, 1975; Strauss, 1976)
 - A. Supervision (Drummond et al., 1977)
 - 1. technical (Pallone et al., 1971)
 - a. provides structure (Drummond et al., 1977)
 - b. aids development of skills (Pallone et al., 1971)
 - 2. human relations (Pallone et al., 1971)
 - a. positive relationship with supervisor (Friedlander, 1963)
 - b. supervisor is worthy of role - skillful and organized (Friedlander, 1963)
 - B. Prestige and status (McKechnie, 1974)

1. recognizable signs of achievement (Friedlander, 1963)
 - a. challenging tasks (Friedlander, 1963)
 - b. increased responsibility (Friedlander, 1963)
 2. directed toward ascendent strivings (Friedlander, 1963)
 3. social status and recognition (Pallone et al., 1971)
- C. Interpersonal relationships (Pallone et al., 1971; Friedlander, 1963)
1. social relationships (Neulinger, 1974)
 - a. relaxation (Neulinger, 1974)
 - b. meet new people (Neulinger, 1974)
 - c. engage in common activities (Neulinger, 1974)
 2. social service (Pallone et al., 1971)

APPENDIX II

PRELIMINARY ITEMS AND INSTRUCTIONS FOR THE LEISURE SATISFACTION INVENTORY (OUTLINE SOURCES IN PARENTHESES)

Leisure Satisfaction Inventory

The purpose of this survey is to find out what you get out of your leisure activities. This is not a test. There are no right or wrong answers.

Before responding to the statements, PRINT and code your name on the answer sheet. Also code the following information: (1) your sex, (2) your birthdate, and (3) your grade level. Under SPECIAL CODES, code your race in the first three columns, with 001 indicating ethnic minority and 002 indicating Caucasian.

Be sure to use a soft lead PENCIL (#2 1/2 or softer). The person who gave you this form will help you if you have any questions about this.

Each of the 40 items on the following pages completes a sentence started by the words "My leisure activities".

For each of the 40 sentences, please use the following system to indicate how you feel about the statement:

Blacken circle 1 if you Stongly Disagree

Blacken circle 2 if you Disagree

Blacken circle 3 if you are Undecided

Blacken circle 4 if you Agree

Blacken circle 5 if you Strongly Agree

Please be sure to respond to every item and to blacken the circle of your answer completely. As you go along please check to be sure that the item number of the answer you are marking is the same as the number of the sentence in the list you are thinking about.

My leisure activities allow me to...

1. ... use my abilities actively. (IA1a)
2. ... feel like I am doing things that are meaningful to others. (IB1)
3. ... have good relationships with the people who supervise them. (IIA2a)
4. ... understand my life better. (IA1b-2)
5. ... accomplish difficult tasks. (ID2)
6. ... gain recognition. (IIB3)
7. ... grow (develop myself) as a person. (IA1b-1)
8. ... develop self-control. (IC2b)
9. ... make up for personal satisfactions that are missing in my work (or schooling). (IG2)
10. ... relax. (IE3)
11. ... have time to think about things that are important to me. (IA1b-2)
12. ... develop my decision-making skills. (IC1)
13. ... do my best. (IIB1a)
14. ... "escape". (IF2b)
15. ... improve my life situation. (IIB2)
16. ... feel free of other commitments. (IF1b)
17. ... feel productive. (IA1a)
18. ... get rid of my anxieties. (IE1b)
19. ... share my interests with others. (IIC1c)
20. ... have structure or guidelines for my life. (IIA1a)

21. ... "recover" from when I'm tired. (IF1a)
22. ... develop further my interpersonal capabilities.
(IA1b-1)
23. ... be free of some of the "controls" in my life.
(IC2a)
24. ... have the chance to feel responsible. (IIB1b)
25. ... fulfill needs in my life that otherwise would
not be met. (IG1)
26. ... become fully involved in things that are mean-
ingful to me. (IA2)
27. ... get rid of my tensions. (IE1b)
28. ... meet new people. (IIC1b)
29. ... relieve my feelings of listlessness. (IH3)
30. ... feel self-sufficient. (IC)
31. ... be supervised by competent people. (IIA2b)
32. ... have diversions from pressing life factors.
(IF2a)
33. ... be creative. (IB2)
34. ... achieve my own high standards. (ID1)
35. ... be an active person. (IH1)
36. ... feel like I'm helping others. (IIC2)
37. ... be comfortable with my friends. (IIC1a)
38. ... have a chance to feel that I have developed my
own abilities. (ID3)
39. ... have entertainment in my life. (IH2)
40. ... use my "energies" in ways that are important
to me. (IE2)

APPENDIX III

PILOT STUDY

Subjects

One hundred five high school school students enrolled at Eastside High School in Gainesville, Florida participated in a pilot study designed to refine the items of the LSI and to assess its test-retest reliabilities. These students were solicited because of the willingness of their school counselor to help with the study. Permission was obtained from the Alachua County School Board to conduct the study. Students were provided with informed consent forms (Appendix IV) to insure that the purpose of the research was understood and that their participation was voluntary.

High school students were selected as the population since they were accessible, represented a wide range of abilities and vocational plans, allowed for the study of developmental aspects of leisure satisfaction and were similar to the research sample.

Since random selection was not practical, the school counselor contacted classroom teachers who were willing

to allow the researcher to administer the LSI to their classes. Five classes of students participated in the study. The resulting sample may be described as follows: females = 55; males = 50; Ethnic Minorities = 42; Caucasians = 63; grade 9 = 32; grade 10 = 13; grade 11 = 43; grade 12 = 17; age range = 14 - 19; age mean and standard deviation = 15.78 and 1.21, respectively.

Procedure

The instrument was administered to entire classes rather than individuals for ease of accessibility to large numbers of subjects. The instrument was administered either by the researcher or the school counselor, who received instructions for administration from the researcher. The counselor was instructed to read the directions included with the instrument (Appendix II) to the class and to allow students to ask questions to insure that they understood the LSI format. One class of twenty-one students, with which the counselor works on a regular basis, completed the LSI again one week after the original administration. In addition to completing the LSI, the students were also asked to answer some general questions about the instrument. These are included in Appendix IV.

Data Analyses

An item analysis was conducted in order to determine if the items were discriminating among students. Response

frequencies, percentages, means and standard deviations for each item were computed. Pearson product-moment correlation coefficients were computed for the test-retest scores of the twenty-one students who completed the instrument twice in order to determine if the scores were stable over time (Sax, 1974).

Results

Response frequencies and percentages for each item are reported in Table XXVIII. Item means and standard deviations are reported in Table XXIX. "Strongly Agree" and "Agree" are most frequent responses for the majority of items, as is reflected in high item mean scores. However, there is sufficient variability in the responses (reflected by the item standard deviations) so that they can discriminate among students with varying levels of satisfaction.

Test-retest reliability for the preliminary LSI was assessed using the Pearson product-moment correlation coefficient. The product-moment correlation coefficient is .76 ($p < .05$) which indicates that the total LSI score is stable over time.

Participants in the pilot study also answered some general questions about the preliminary LSI. Students were not able to understand several words or phrases in

the items including: "listlessness"; "anxieties"; "diversions from pressing life factors"; "tension". Participants understood the format of the questions and the choice of responses. Eighty-five (89.25%) of the students thought that the LSI was interesting and worthwhile. In addition, all participants were able to list some of their leisure activities and to define "leisure". These definitions included statements such as: "a time to relax and do what you like best"; "things you like to do"; "time to spend on yourself"; "things that are enjoyable"; "doing what you want to do"; "things that interest me"; "things that you do for yourself".

Instrument refinement

Several items were rewritten as indicated by the results of the pilot study. Specifically, items 18, 27, 29 and 39 were revised. These items were rewritten as follows: ". . . get rid of my worries"; ". . . get rid of my nervousness"; "relieve my lack of energy"; ". . . have distractions from things that are on my mind". The revised questionnaire is presented in Appendix IV.

TABLE XXVIII
ITEM RESPONSE FREQUENCIES AND PERCENTAGES

Item	SD* Freq.	SD* %	D* Freq.	D* %	U* Freq.	U* %	A* Freq.	A* %	SA* Freq.	SA* %
1	2	1.9	1	1.0	11	10.6	68	65.4	22	21.2
2	4	3.8	18	17.3	33	31.7	38	36.5	11	10.6
3	5	4.8	9	8.7	22	21.2	58	55.8	10	9.6
4	1	1.0	11	10.6	25	24.0	42	40.4	25	24.0
5	3	2.9	8	7.8	25	24.3	53	51.5	14	13.6
6	1	1.0	11	10.6	32	30.8	47	45.2	13	12.5
7	1	1.0	2	1.9	7	6.7	54	51.9	40	38.5
8	1	1.0	7	6.9	10	9.8	56	54.9	28	27.5
9	2	1.9	14	13.7	23	22.5	45	44.1	18	17.6
10	4	3.8	10	9.6	10	9.6	48	46.2	32	30.8
11	1	1.0	6	5.8	11	10.6	51	49.0	35	33.7
12	3	2.9	8	7.6	20	19.0	60	57.1	14	13.3
13	2	1.9	5	4.8	13	12.4	47	44.8	38	36.2
14	12	11.9	14	13.9	30	29.7	28	27.7	17	16.8
15	5	4.9	11	10.7	22	21.4	44	42.7	21	20.4
16	2	1.9	15	14.6	20	19.4	54	52.4	12	11.7
17	10	9.5	21	20.0	58	55.2	13	12.4	3	2.9
18	5	4.9	7	6.8	34	33.0	41	39.8	16	15.5
19	2	1.9	9	8.7	11	10.6	55	52.9	27	26.0

(Continued)

TABLE XXVIII
(CONTINUED)

Item	SD*		D*		U*		A*		SA*	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
20	1	1.0	11	10.6	21	20.2	51	49.0	20	19.2
21	1	1.0	13	12.5	19	18.3	53	51.0	18	17.3
22	1	1.0	8	7.8	26	25.2	44	42.7	24	23.3
23	2	1.9	5	4.8	14	13.5	65	62.5	18	17.3
24	2	1.9	12	11.7	11	10.7	48	46.6	30	29.1
25	2	1.9	13	12.6	25	24.3	47	45.6	16	15.5
26	2	1.9	4	3.8	14	13.5	46	44.2	38	36.5
27	3	2.9	16	15.5	8	7.8	55	53.4	21	20.4
28	2	1.9	8	7.7	17	16.3	40	38.5	37	35.6
29	5	4.8	10	9.5	35	33.3	43	41.0	9	8.6
30	2	1.9	7	6.8	19	18.4	59	57.3	16	15.5
31	5	4.9	24	23.5	29	28.4	36	35.3	8	7.8
32	5	4.8	11	10.6	42	40.4	30	28.8	16	15.4
33	1	1.0	9	8.7	16	15.5	45	43.7	32	31.1
34	1	1.0	10	9.6	11	10.6	45	43.3	37	35.6
35	3	2.9	5	4.9	5	4.9	50	48.5	40	38.8
36	1	1.0	13	12.5	22	21.2	42	40.4	26	25.0
37	0	0.0	2	2.0	10	9.8	52	51.0	38	37.3
38	1	1.0	5	4.8	13	12.5	54	51.9	31	29.8

(Continued)

TABLE XXVIII
(CONTINUED)

Item	SD* Freq. %	D* Freq. %	U* Freq. %	A* Freq. %	SA* Freq. %
39	1 1.0	3 2.9	10 9.7	54 52.4	35 34.0
40	2 1.9	5 4.8	9 8.7	47 45.2	41 39.4

* SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

TABLE XXIX
ITEM MEANS AND STANDARD DEVIATIONS

Item	Mean	S.D.
1	4.03	.73
2	3.33	1.01
3	3.57	.95
4	3.76	.97
5	3.65	.92
6	3.58	.88
7	4.25	.75
8	4.01	.86
9	3.62	1.00
10	3.90	1.07
11	4.09	.87
12	3.71	.90
13	4.09	.92
14	3.24	1.23
15	3.63	1.08
16	3.57	.95
17	3.73	.81
18	3.54	1.00
19	3.92	.94
20	3.75	.92
21	3.71	.93
22	3.80	.92
23	3.89	.82
24	3.89	1.02
25	3.60	.96
26	4.10	.91
27	3.73	1.05
28	3.98	1.01
29	3.40	.96
30	3.78	.86

(Continued)

TABLE XXIX
(CONTINUED)

Item	Mean	S.D.
31	3.18	1.04
32	3.39	1.03
33	3.95	.95
34	4.03	.97
35	4.16	.94
36	3.76	1.00
37	4.24	.71
38	4.05	.84
39	4.16	.79
40	4.15	.91

APPENDIX IV
REVISED INSTRUMENT

Leisure Satisfaction Inventory*

The purpose of this survey is to determine what you get from your leisure activities. This is not a test. There are no right or wrong answers.

Before responding to the statements, PRINT and code your name on the answer sheet. Also code the following information: (1) your sex, (2) your birthdate, and (3) your grade level. Under SPECIAL CODES, code your race in the first three columns with 001 indicating ethnic minority and 002 indicating white.

Be sure to use a soft lead PENCIL (#2 1/2 or softer). The person who gave you this form will help you if you have any questions about this.

Each of the 40 items on the following pages completes a sentence started by the words, "My leisure activities allow me to." For each of the 40 sentences, please use the

following system to indicate how you feel about the statement:

Blacken circle 1 if you Strongly Disagree

Blacken circle 2 if you Disagree

Blacken circle 3 if you are Undecided

Blacken circle 4 if you Agree

Blacken circle 5 if you Strongly Agree

Please be sure to respond to every item and to blacken the circle of your answer completely. As you go along please check to be sure that the item number of the answer you are marking is the same as the number of the sentence in the list you are thinking about.

*Research edition by Susan M. Rimmer. For limited distribution, only with permission.

My leisure activities allow me to . . .

1. . . . use my abilities actively.
2. . . . feel like I am doing things that are meaningful to others.
3. . . . have good relationships with the people who supervise them.
4. . . . understand my life better.
5. . . . accomplish difficult tasks.
6. . . . gain recognition.
7. . . . grow (develop myself) as a person.
8. . . . develop self control.
9. . . . make up for personal satisfactions that are missing in my work (or schooling).
10. . . . relax.
11. . . . have time to think about things that are important to me.
12. . . . develop my decision-making skills.
13. . . . do my best.
14. . . . "escape".
15. . . . improve my life situation.
16. . . . feel free of other commitments.
17. . . . feel productive.
18. . . . get rid of my worries.
19. . . . share my interests with others.
20. . . . have structure or guidelines for my life.
21. . . . "recover" from when I'm tired.

22. . . . develop further my interpersonal capabilities.
23. . . . be free of some of the "controls" in my life.
24. . . . have the chance to feel responsible.
25. . . . fulfill needs in my life that otherwise would
not be met.
26. . . . become fully involved in things that are mean-
ingful to me.
27. . . . get rid of my nervousness.
28. . . . meet new people.
29. . . . relieve my lack of energy.
30. . . . feel self-sufficient.
31. . . . be supervised by competent people.
32. . . . have distractions from things that are on
my mind.
33. . . . be creative.
34. . . . achieve my own high standards.
35. . . . be an active person.
36. . . . feel like I'm helping others.
37. . . . be comfortable with my friends.
38. . . . have a chance to feel that I have developed my
own abilities.
39. . . . have entertainment in my life.
40. . . . use my "energies" in ways that are important
to me.

APPENDIX V
INFORMED CONSENT FORM

Dear Student,

I am a graduate student at the University of Florida and I need your help. You are being asked to participate in my study by completing this questionnaire. These questions are aimed at finding out what you get out of your leisure activities. Your participation is completely voluntary and confidential. I would be happy to answer any questions you have about my study. Write to me at 100 Norman Hall, University of Florida, Gainesville, Florida, 32611. Thanks for your help!

Sue Rimmer

I have read and I understand the procedure described above. I agree to participate in the procedure and I have received a copy of this description.

Student

Witness

APPENDIX VI

GENERAL QUESTIONS REGARDING THE
LEISURE SATISFACTION INVENTORY

1. Were there any words in the survey which you did not understand? If so, what were they?
2. Were there any items you found particularly hard to answer? If so, which items?
3. Did you understand how to answer the questions?
4. In general, did you find the questionnaire interesting? Boring? Too long? Too short?
5. Do you have any other comments on the questionnaire? If so, please write them in below.

APPENDIX VII
LETTER TO GUIDANCE SUPERVISORS

Dear _____,

I am a doctoral student in counselor education at the University of Florida and am working on my dissertation, "The Development of an Instrument to Assess Leisure Satisfaction Among Secondary School Students". This research is being supervised by Dr. Larry C. Loesch. The instrument is entitled the "Leisure Satisfaction Inventory", and it will be field tested with 2000 Florida high school students.

Do you have any recommendations of counselors in your county who might be willing to administer the inventory to classes of students? The instrument takes approximately 15 minutes to complete and contains complete instructions. A copy is enclosed.

Please let me know your suggestions as soon as possible. Thank you for your consideration and assistance.

Sincerely,

Susan M. Rimmer
100 Norman Hall
University of Florida
Gainesville, FL 32611

APPENDIX VIII
LETTER TO COUNTY RESEARCH DIRECTORS

Dear _____,

I am a doctoral student in counselor education at the University of Florida and am working on my dissertation. "The Development of an Instrument to Assess Leisure Satisfaction Among Secondary School Students". The instrument is entitled the "Leisure Satisfaction Inventory", and it will be field tested with 2000 Florida high school students. A copy of the instrument is enclosed.

I would like to include your county in my study. The study has been cleared by the Human Subjects Review Board at the University of Florida. Please send me any instructions or forms necessary to receive permission to conduct research in your county schools.

Thank you for your consideration and assistance.

Sincerely,

Susan M. Rimmer
100 Norman Hall
University of Florida
Gainesville, FL 32611

APPENDIX IX

LSI ITEM MEANS AND STANDARD
DEVIATIONS BY SEX

Item #	Female (N = 748)		Male (N = 577)	
	\bar{X}	S.D.	\bar{X}	S.D.
1	3.86	.90	3.89	.88
2	3.35	1.00	3.16	.98
3	3.60	.99	3.45	1.04
4	3.72	1.04	3.63	1.04
5	3.42	1.03	3.49	1.03
6	3.39	1.03	3.49	1.02
7	4.09	.93	3.91	.98
8	3.88	1.01	3.79	1.02
9	3.72	1.08	3.62	1.11
10	4.22	1.06	3.98	1.12
11	4.21	.99	3.90	1.05
12	3.64	.97	3.58	.95
13	3.77	1.01	3.83	1.00
14	3.43	1.33	3.35	1.27
15	3.56	1.00	3.54	.93
16	3.30	1.21	3.41	1.14
17	3.48	.91	3.63	.95
18	3.32	1.26	3.45	1.19
19	4.00	.94	3.79	.93
20	3.42	.98	3.34	1.02
21	3.73	1.14	3.64	1.14
22	3.69	.90	3.57	.89
23	3.69	1.08	3.70	1.01
24	3.75	1.07	3.71	1.00
25	3.72	1.04	3.60	1.04
26	4.04	1.02	3.93	.98
27	3.47	1.25	3.44	1.15
28	4.06	1.00	3.87	1.02
29	3.31	1.09	3.25	1.13
30	3.74	.87	3.67	.93
31	2.90	1.09	2.83	1.18
32	3.59	1.11	3.31	1.14

(Continued)

APPENDIX IX

(CONTINUED)

Item #	Female (N = 748)		Male (N = 577)	
	\bar{X}	S.D.	\bar{X}	S.D.
33	3.96	1.01	3.88	.98
34	3.96	.98	4.00	.94
35	4.16	.97	4.13	.95
36	3.71	1.05	3.44	1.06
37	4.23	.98	4.09	.88
38	4.05	.90	3.96	.94
39	4.29	.91	4.23	.85
40	4.26	.95	4.24	.91

APPENDIX X

LSI ITEM MEANS AND STANDARD
DEVIATIONS BY RACE

Item #	Ethnic Minority (N = 266)		Caucasian (N = 1059)	
	\bar{X}	S.D.	\bar{X}	S.D.
1	3.68	.99	3.91	.87
2	3.16	1.06	3.29	.98
3	3.37	1.11	3.57	1.00
4	3.68	1.10	3.68	1.03
5	3.36	1.05	3.47	1.03
6	3.37	1.01	3.44	1.03
7	3.98	1.10	4.01	.92
8	3.79	1.14	3.85	.98
9	3.63	1.08	3.68	1.10
10	4.00	1.17	4.15	1.07
11	3.98	1.18	4.09	.99
12	3.56	1.06	3.62	.93
13	3.85	1.07	3.77	.99
14	3.06	1.26	3.49	1.30
15	3.60	1.04	3.54	.96
16	3.42	1.14	3.34	1.19
17	3.54	.96	3.55	.93
18	3.37	1.21	3.38	1.24
19	3.71	1.04	3.95	.91
20	3.48	1.03	3.35	.99
21	3.78	1.11	3.67	1.14
22	3.60	.96	3.65	.88
23	3.63	1.07	3.71	1.05
24	3.73	1.12	3.73	1.02
25	3.61	1.12	3.68	1.03
26	3.84	1.09	4.03	.99
27	3.40	1.22	3.47	1.20
28	3.92	1.07	3.99	1.00
29	3.23	1.06	3.30	1.12
30	3.55	.98	3.75	.87
31	3.05	1.09	2.82	1.14
32	3.41	1.20	3.48	1.12

(Continued)

APPENDIX X

(CONTINUED)

Item #	Ethnic Minority (N = 266)		Caucasian (N = 1059)	
	\bar{X}	S.D.	\bar{X}	S.D.

33	3.89	1.03	3.93	1.00
34	3.92	1.02	4.00	.95
35	4.07	1.03	4.17	.94
36	3.71	1.14	3.56	1.05
37	3.98	1.09	4.21	.90
38	3.95	1.02	4.02	.90
39	4.08	1.07	4.31	.83
40	4.09	1.12	4.28	.88

APPENDIX XI

LSI ITEM MEANS AND STANDARD DEVIATIONS BY AGE

Age Item #	15 (N = 120) \bar{X} S.D.	16 (N = 208) \bar{X} S.D.	17 (N = 310) \bar{X} S.D.	18 (N = 479) \bar{X} S.D.	19 (N = 208) \bar{X} S.D.					
1	3.83	.94	3.96	.80	3.85	.92	3.90	.87	3.75	.95
2	3.08	1.03	3.20	.97	3.39	.95	3.32	.98	3.12	1.09
3	3.36	1.07	3.51	1.04	3.56	.99	3.56	1.05	3.56	.92
4	3.53	1.13	3.51	1.08	3.70	1.04	3.81	.96	3.61	1.11
5	3.59	1.01	3.44	.99	3.46	.99	3.41	1.07	3.46	1.07
6	3.44	.96	3.37	1.07	3.38	1.00	3.49	1.04	3.42	1.02
7	3.96	.92	3.97	.91	4.09	.92	4.05	.93	3.86	1.11
8	3.74	1.06	3.81	1.01	3.85	1.01	3.90	1.00	3.80	1.03
9	3.48	1.18	3.62	1.08	3.68	1.07	3.74	1.10	3.67	1.08
10	4.06	1.20	4.03	1.08	4.19	1.09	4.14	1.10	4.06	1.06
11	4.00	1.19	3.99	1.07	4.14	1.00	4.11	.98	3.99	1.06
12	3.54	1.04	3.57	.98	3.64	.96	3.66	.92	3.55	.98
13	3.85	.91	3.66	1.05	3.82	.96	3.82	1.02	3.78	1.04
14	3.43	1.38	3.30	1.27	3.42	1.32	3.47	1.29	3.27	1.31
15	3.43	.95	3.46	1.01	3.61	.95	3.58	.96	3.57	.99
16	3.23	1.22	3.26	1.22	3.47	1.17	3.34	1.21	3.36	1.05
17	3.46	.93	3.50	.91	3.59	.90	3.59	.94	3.48	.96
18	3.44	1.25	3.33	1.23	3.42	1.28	3.38	1.20	3.33	1.22
19	3.77	1.06	3.95	.92	3.94	.91	3.92	.94	3.83	.95
20	3.33	.97	3.26	.99	3.44	1.00	3.41	1.00	3.38	1.01

(Continued)

(Continued)

APPENDIX XI

(CONTINUED)

Age Item #	15 (N = 120) \bar{X} S.D.	16 (N = 208) \bar{X} S.D.	17 (N = 310) \bar{X} S.D.	18 (N = 479) \bar{X} S.D.	19 (N = 208) \bar{X} S.D.
21	3.61 1.23	3.53 1.19	3.75 1.14	3.73 1.14	3.70 1.04
22	3.56 .94	3.61 .86	3.69 .88	3.70 .90	3.50 .93
23	3.61 1.10	3.53 1.12	3.74 1.03	3.77 1.01	3.65 1.10
24	3.67 1.12	3.68 1.05	3.80 1.01	3.72 1.04	3.75 1.03
25	3.47 1.02	3.56 1.05	3.74 1.02	3.74 1.05	3.61 1.07
26	3.93 1.02	3.96 .97	4.07 .97	4.05 .98	3.80 1.12
27	3.50 1.24	3.35 1.23	3.44 1.24	3.49 1.19	3.49 1.15
28	3.69 1.19	3.97 .98	4.07 .97	4.03 .98	3.85 1.03
29	3.20 1.13	3.14 1.16	3.32 1.09	3.35 1.10	3.29 1.08
30	3.69 .84	3.77 .94	3.74 .83	3.75 .89	3.54 .97
31	3.15 1.18	2.85 1.10	2.85 1.11	2.79 1.18	2.93 1.05
32	3.46 1.24	3.43 1.11	3.50 1.13	3.45 1.15	3.47 1.08
33	3.91 1.05	3.83 1.04	3.94 .98	4.01 .94	3.81 1.09
34	3.92 .96	4.01 .97	3.95 .97	4.03 .95	3.93 .99
35	4.17 .98	4.25 .90	4.12 .96	4.19 .94	3.99 1.03
36	3.47 1.17	3.50 1.05	3.65 1.06	3.63 1.06	3.58 1.03
37	4.14 .95	4.18 .89	4.17 .97	4.21 .92	4.06 1.01
38	3.98 .85	4.06 .91	4.00 .95	4.07 .89	3.84 1.01
39	4.14 .99	4.32 .80	4.33 .85	4.31 .86	4.07 .99
40	4.10 1.04	4.34 .85	4.28 .94	4.29 .87	4.10 1.08

APPENDIX XII

LSI ITEM MEANS AND STANDARD DEVIATIONS BY GRADE LEVEL

Grade Item #	9 (N = 137) \bar{X} S.D.	10 (N = 289) \bar{X} S.D.	11 (N = 347) \bar{X} S.D.	12 (N = 552) \bar{X} S.D.
1	3.75	3.91	3.84	3.89
2	3.10	3.25	3.32	3.27
3	3.40	3.55	3.57	3.53
4	3.49	3.54	3.72	3.77
5	3.61	3.45	3.43	3.42
6	3.42	3.38	3.36	3.51
7	3.90	3.95	4.05	4.04
8	3.69	3.78	3.84	3.92
9	3.50	3.59	3.70	3.74
10	4.10	4.04	4.16	4.13
11	4.01	4.01	4.10	4.10
12	3.57	3.57	3.57	3.67
13	3.79	3.76	3.78	3.81
14	3.46	3.31	3.38	3.43
15	3.47	3.53	3.54	3.59
16	3.23	3.37	3.42	3.33
17	3.44	3.54	3.55	3.57
18	3.43	3.34	3.38	3.39
19	3.80	3.96	3.90	3.90
20	3.31	3.33	3.39	3.42

(Continued)

APPENDIX XII

(CONTINUED)

Grade Item #	9 (N = 137) \bar{X} S.D.	10 (N = 289) \bar{X} S.D.	11 (N = 347) \bar{X} S.D.	12 (N = 552) \bar{X} S.D.
21	3.65	3.62	3.72	3.71
22	3.56	3.59	3.64	3.69
23	3.69	3.59	3.67	3.76
24	3.68	3.74	3.76	3.72
25	3.52	3.59	3.68	3.74
26	3.93	4.00	3.97	4.02
27	3.54	3.42	3.41	3.48
28	3.70	3.95	4.01	4.02
29	3.27	3.21	3.25	3.35
30	3.67	3.71	3.71	3.72
31	3.13	2.97	2.84	2.77
32	3.50	3.48	3.47	3.44
33	3.96	3.80	3.91	3.99
34	3.89	4.03	3.91	3.94
35	4.13	4.21	4.09	4.02
36	3.48	3.56	3.60	3.63
37	4.15	4.18	4.17	4.16
38	3.97	4.04	3.98	4.02
39	4.17	4.27	4.25	4.30
40	4.12	4.31	4.24	4.26

APPENDIX XIII

LSI AND LEISURE SATISFACTION INDEX TOTAL AND SUBSCALE SCORE MEANS AND STANDARD DEVIATIONS FOR VALIDITY SAMPLE (N = 116)

Score	LSI \bar{X}	S.D.	Leisure Satisfaction Index Score	\bar{X}	S.D.
<u>Total</u>	145.22	15.79	<u>Total</u>	199.09	25.13
<u>Self-fulfillment</u>	45.21	5.78	<u>Psychological</u>	42.22	5.08
<u>Self-improvement</u>	31.33	4.62	<u>Educational</u>	43.23	7.07
<u>Catharsis</u>	39.83	6.71	<u>Social</u>	40.21	6.91
<u>Social Interaction</u>	16.19	2.46	<u>Relaxation</u>	16.14	3.39
<u>Psychological Confidence</u>	12.67	2.88	<u>Physiological</u>	21.16	5.48
			<u>Aesthetic</u>	18.45	3.72

REFERENCES

- Arvey, R.D. and Dewhirst, H.D. Goal-setting attributes, personality variables, and job satisfaction. Journal of Vocational Behavior, 1976, 9, 179-189.
- Beard, J.G. and Ragheb, M.G. Measuring leisure satisfaction. Unpublished manuscript, Florida State University, 1978.
- Berger, B.M. The sociology of leisure: Some suggestions. In E.O. Smigel (Ed.), Work and leisure. New Haven: College and University Press, 1963.
- Berger, P. (Ed.), The human shape of work. N.Y.: The Macmillan Co., 1964.
- Betz, E.L. Need-reinforcement correspondence as a predictor of job satisfaction. Personnel and Guidance Journal, 1969, 47, 878-883.
- Brayfield, A.H. and Rothe, H.F. An index of job satisfaction. Journal of Applied Psychology, 1951, 35, 307-311.
- Brooks, J.B. and Elliot, E.M. Prediction of psychological adjustment at age thirty from leisure time activities and satisfactions in childhood. Human Development, 1971, 14, 51-61.
- Bull, N.C. One measure for defining a leisure activity. Journal of Leisure Research, 1971, 3, 120-126.
- Burch, W.R., Jr. The social circles of leisure: Competing explanations. Journal of Leisure Research, 1969, 1, 125-148.
- Campbell, M. A rationale for leisure and recreational counseling. Ottawa, Ontario, Canada: Univ. of Ottawa, 1973.

- Centers, R. and Bugenthal, D.E. Intrinsic and extrinsic job motivations among different segments of the working population. In R.M. Roth, D.B. Hershenson and T. Hilliard (Eds.), The psychology of vocational development. Boston: Allyn and Bacon, Inc., 1970.
- Clawson, M. How much leisure, now and in the future? In J.C. Charlesworth (Ed.), Leisure in America: Blessing or curse? Philadelphia: American Academy of Political and Social Sciences, 1964.
- Dabas, Z.S. The dimensions of morale: An item factorization of the SRA Employee Inventory. Personnel Psychology, 1958, 11, 217-234.
- D'Agostini, N.D. Avocational activities interest inventory. Sacramento, Calif.: Author, 1972.
- Dawis, R.V., Lofquist, L.H. and Weiss, D.J. A theory of work adjustment (a revision). Minnesota Studies in Vocational Rehabilitation, 1968, 23.
- deGrazia, S. Of time, work and leisure. New York: The Twentieth Century Fund, 1962.
- Drummond, R.J., McIntire, W.G. and Skaggs, E.T. Work values and job satisfaction of young adult males. Journal of Employment Counseling, 1977, 14(1), 23-26.
- Dubin, R. Industrial works' worlds. Social Problems, 1956, 3, 131-143.
- Dumazedier, J. Toward a society of leisure. London: Collier Macmillan, 1967.
- Elizur, D. and Tziner, A. Vocational needs, job rewards, and satisfaction: A canonical analysis. Journal of Vocational Behavior, 1977, 10, 205-211.
- Epperson, A., Witt, P.A. and Hitzhusen, G. (Eds.), Leisure counseling, an aspect of leisure education. Springfield, Ill.: Charles C. Thomas, Publ., 1977.
- Etzkorn, K. Leisure and camping: The social meaning of a form of public recreation. Sociology and Social Research, 1964, 49, 76-90.
- Farr, R.M. On the nature of attributional artifacts in qualitative research: Herzberg's two-factor theory of work motivation. Journal of Occupational Psychology, 1977, 50(1), 3-14.

- Friedenberg, E.Z. The vanishing adolescent. Boston: Beacon Press, 1959.
- Friedlander, F. Underlying sources of job satisfaction. Journal of Applied Psychology, 1963, 47, 246-250.
- Godbey, G. and Parker, S. Leisure studies and services: An overview. Philadelphia: W.B. Saunders Co., 1976.
- Golden, R.R. and Weiss, D.J. Relationship of vocational satisfaction to the correspondence of job reinforcement and vocational needs. Minneapolis: Industrial Relations Center, University of Minnesota, 1968.
- Guertin, W.H. Factor analysis lecture. University of Florida, February, 1979.
- Guertin, W.H. and Bailey, J.P., Jr. Introduction to modern factor analysis. Ann Arbor, Michigan: Edwards Brothers, Inc., 1970.
- Gunn, S.L. and Peterson, C.A. Therapy and leisure education. Parks and Recreation, 1977, 12(11), 22-25.
- Harrison, R. Cumulative communality cluster analysis of workers' job attitudes. Journal of Applied Psychology, 1961, 45, 123-125.
- Havighurst, R.J. The social competence of middle-age people. Genetic Psychology Monograph, 1957, 56, 297-395.
- Herzberg, F., Mausner, B. and Snyderman, B.B. The motivation to work. N.Y.: John Wiley and Sons, Inc., 1959.
- Hoppock, R. Reminiscences and comments on job satisfaction. Journal of Employment Counseling, 1976, 13, 50-57.
- Hubert, E.E. Initial steps toward the development of a standardized inventory of leisure interests. Unpubl. master's thesis, Univ. of N. Carolina, 1966.
- Hubert, E.E. The development of an inventory of leisure interests. Doctoral dissertation, Univ. of North Carolina, 1969. (Ann Arbor, Michigan: Univ. Microfilms, Inc. #70-3.253).
- Issac, S. and Michael, W.B. Handbook in research and evaluation. San Diego, Calif.: EDITS, 1971.
- Kahn, R.L. Productivity and job satisfaction. Personnel Psychology, 1960, 13, 275-287.

- Kando, T. and Summers, W. The impact of work on leisure. Pacific Sociological Review, 1971, 14, 310-328.
- Kaplan, M. Leisure: Theory and policy. New York: John Wiley and Sons, Inc., 1975.
- Kelly, J. Work and leisure: A simplified paradigm. Journal of Leisure Research, 1972, 4, 50-62.
- Kerlinger, F.N. Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc., 1973.
- Kerr, W.A. On the validity and reliability of the Job Satisfaction Tear Ballot. Journal of Applied Psychology, 1948, 32, 275-281.
- Locke, E.A. Personnel attitudes and motivation. Annual Review of Psychology, 1975, 26, 457-480.
- Loesch, L.C. Survey of leisure values. Unpubl. manuscript, University of Florida, 1978.
- Loesch, L.C. and Burt, M. Leisure counseling for the elderly: It's time for a change. Unpubl. manuscript, University of Florida, 1978.
- Martin, P. (Ed.), Leisure and mental health: A psychiatric viewpoint. Washington, D.C.: The American Psychiatric Assoc., 1967.
- McCandless, B.R. and Evans, E.D. Children and youth. Hinsdale, Ill.: The Dryden Press, 1973.
- McDaniels, C. Leisure and career development in mid-life: a rationale. Vocational Guidance Quarterly, 1977, 25(4), 344-350.
- McDowell, C.F., Jr. Toward a healthy leisure mode: Leisure counseling. Therapeutic Recreation Journal, 1974, 8(3), 96-104.
- McGee, R.K. Response style as a personality variable: By what criterion? Psychological Bulletin, 1962, 59, 284-295.
- McKechnie, G.E. The Psychological structure of leisure: Past behavior. Journal of Leisure Research, 1974, 6(1), 27-45.
- McKechnie, G.E. Manual for the Leisure Activities Blank. Palo Alto, Calif.: Consulting Psychologists Press, 1975.

- Mendel, W. Leisure: A problem for preventive psychiatry. American Journal of Psychiatry, 1971, 127, 125-127.
- Miller, N.P. and Robinson, D.M. The leisure age. Belmont, Calif.: Wadsworth, 1963.
- Murray, H.A. Explorations in personality. New York: Oxford University Press, 1938.
- Neulinger, J. The psychology of leisure: Research approaches to the study of leisure. Springfield, Ill.: Charles C. Thomas Publ., 1974.
- Nie, N.H., and Hull, C.H. SPSS batch release 7.0 update manual. Chicago: SPSS Inc., 1977.
- Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K., and Bent, D.H. Statistical package for the social sciences. New York: McGraw-Hill, 1975.
- O'Morrow, G.S. Recreation counseling: A challenge to rehabilitation. In A. Epperson, P.A. Witt and G. Hitzhusen (Eds.), Leisure counseling, an aspect of leisure education. Springfield, Ill.: Charles C. Thomas Publ., 1977.
- Orzack, L. Work as a central life interest of the professional. Social Problems, 1959, 7, 32-41.
- Overs, R.P. Avocational counseling. Counseling Psychologist, 1977, 7(2), 85-87.
- Overs, R.P. and Page, D.M. Avocational Title Card Sort. Milwaukee Media for Rehabilitation Research Reports. Curative Workshop of Milwaukee, No. 5F, 1974.
- Overs, R.P. and Taylor, S. Avocational Counseling instrumentation. In D.M. Compton and J.E. Goldstein (Eds.), Perspectives of leisure counseling. Arlington, Va.: National Recreation and Park Association, 1976.
- Overs, R.P., Taylor, S. and Adkins, C. Avocational Counseling in Milwaukee. Final report on project #233466. Milwaukee Media for Rehabilitation Research Reports, No. 5D, Milwaukee: DePaul Rehabilitation Hospital, 1974.
- Overs, R.P., Taylor, S. and Adkins, C. Avocational counseling manual. Wash., D.C.: Hawkins and Assoc., Inc., 1977.
- Overs, R.P., Taylor, S., Cassell, E. and Chernov, M. Avocational counseling for the elderly. Milwaukee: Avocational Counseling Research, Inc., 1977.

- Pallone, R.N. and Button, J.O. Vocational satisfaction among ministerial students. Personnel and Guidance Journal, 1968, 46, 870-875.
- Pallone, N.J., Hurley, R.B. and Rickard, F.S. Emphases in job satisfaction research, 1968-1971. Journal of Vocational Behavior, 1971, 1, 11-28.
- Parker, S. The future of work and leisure. N.Y.: Praeger Publ., 1972.
- Sax, G. Principles of educational measurement and evaluation. Belmont, Calif.: Wadsworth Publ. Co., Inc., 1974.
- Schwartz, M.M., Jenusaitis, E. and Stark, H. Motivational factors among supervisors in the utility industry. Personnel Psychology, 1963, 16, 45-53.
- Shepard, J.M. A status recognition model of work-leisure relationships. Journal of Leisure Research, 1974, 6(1), 58-63.
- Shertzer, B. and Stone, S.C. Fundamentals of guidance. Boston: Houghton Mifflin Co., 1976.
- Smith, P.C. Cornell studies of job satisfaction I: Strategy for the development of a general theory of job satisfaction. Unpublished manuscript, 1963.
- Stracke, R. An overview of leisure counseling. In A. Epperson, P.A. Witt, and G. Hitzhusen (Eds.), Leisure counseling, an aspect of leisure education. Springfield, Ill.: Charles C. Thomas Publ., 1977.
- Strauss, G. Worker dissatisfaction: A look at the causes. Journal of Employment Counseling, 1976, 13, 105-108.
- Super, D.E. Occupational psychology. Belmont, Calif.: Wadsworth Publ. Co., Inc., 1970.
- Super, D.E. The work values inventory. In D.G. Zytowski (Ed.) Contemporary approaches to interest measurement. Minneapolis: Univ. of Minn. Press, 1973.
- Tinsley, H.E., Barrett, T.C. and Kass, R.A. Leisure activities and need satisfaction. Journal of Leisure Research, 1977, 9(2), 110-120.
- Tuckman, B.W. Personality and satisfaction with occupational choice: Role of environment as a mediator. Psychological Reports, 1968, 23, 543-550.

- Vroom, V.J. Work and motivation. New York: John Wiley and Sons, Inc., 1964.
- Walshe, W.A. Leisure counseling instrumentation. In D.M. Compton and J.E. Goldstein (Eds.), Perspectives of leisure counseling. Arlington, Va.: National Recreation and Park Assoc., 1976.
- Weiss, D.J., Dawis, R.V., England, G.W. and Lofquist, L.H. Manual for the Minnesota Satisfaction Questionnaire. Minnesota Studies in Vocational Rehabilitation, 22, Univ. of Minnesota, Industrial Relations Center, 1967.
- Weiss, P. A philosophical definition of leisure. In J.J. Charlesworth (Ed.), Leisure in America: Blessing or curse? Philadelphia: American Academy of Political and Social Sciences, 1964.
- Wherry, R.J. Industrial morale (A symposium). Factor analysis of morale data: Reliability and validity. Personnel Psychology, 1958, 11, 78-89.
- Witt, P.A. and Bishop, D.W. Situational antecedents to leisure behavior. Journal of Leisure Research, 1970, 2, 64-77.

BIOGRAPHICAL SKETCH

Susan M. Rimmer was born on August 17, 1952, in Norwalk, Connecticut. She attended public schools in Connecticut and Florida. In 1973 she graduated from Stetson University, magna cum laude, with a Bachelor of Arts degree in psychology. From 1973 to 1975 she was a graduate student at the University of Florida and received the Master of Education and Specialist in Education degrees in counselor education.

She married James W. Rimmer, Jr. in 1975.

From 1975 through 1977, Ms. Rimmer was employed as a counselor and program coordinator of the adult partial hospitalization program of the North Central Florida Community Mental Health Center. In 1977 she returned to the University of Florida to pursue her doctoral degree in counselor education and was employed as a counselor in Student Services of the College of Education. Also during this period Ms. Rimmer has been employed as a research consultant.

Ms. Rimmer has accepted the position of assistant professor in the Department of Personnel and Guidance at the Miami University in Oxford, Ohio.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



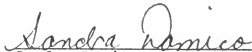
Larry C. Loesch, Chairman
Associate Professor of
Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Roderick McDavis
Associate Professor of
Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Sandra Damico
Associate Professor
Foundations of Education

This dissertation was submitted to the Graduate Faculty of the Department of Counselor Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August 1979

Dean, Graduate School